

The Clearing House

A journal for modern junior and senior high schools

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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THE 20 QUESTIONS on STUDENT Government

Questions compiled by C. C. HARVEY

Answers prepared by CHARLES F. ALLEN

MANY SCHOOLS are experimenting with some form of student council but are yet uncertain as to its function in school life. This fact is evident from the many requests for information on various aspects of student participation in school government made each year to the National Association of Student Councils. This organ-

ization, which now has its headquarters at Fall River, Mass., attempts to serve as a clearing house for information on student participation in school government and to answer the many questions asked by pupils and sponsors throughout the country.

Some time ago this writer (Mr. Harvey) went through the correspondence files of the National Association of Student Councils and compiled a list of twenty questions which have most frequently been asked by schools that are attempting to organize some form of student participation in school government. These twenty questions are listed herewith; and an attempt has been made (by Mr. Allen) to give a brief and helpful answer to each of the twenty questions:

—■—

EDITOR'S NOTE: *By analysis of the correspondence files of the National Association of Student Councils, Mr. Harvey ascertained the twenty questions on student government most frequently asked of the Association by schools. Mr. Allen's contribution to this undertaking is to offer, for the benefit of CLEARING HOUSE readers, answers to the questions and recommended sources of additional information. Mr. Harvey, who now teaches in Nyassa, Ore., is former executive secretary of the National Association of Student Councils. Mr. Allen, an associate editor of THE CLEARING HOUSE, is former executive secretary of the Southern Association of Student Government. Until recently supervisor of secondary education in Little Rock, Ark., Mr. Allen is now executive secretary of the Arkansas Teacher Retirement System, with headquarters at Little Rock.*

1. *What points should be covered in the constitution of a student council?*

The purpose of the organization is usually stated in a preamble or other explanatory statement. Then follow such items as: name, officers, meetings, organization and membership. Such items as elections, amendments, nominations, vacancies and similar minor items are usually listed as by-laws. See *Student Council Handbook*, pages 41 to 76, published by the National Association of Secondary School Principals, for model constitutions.

2. *Why have some attempts at student government succeeded? Why have others failed?*

The student council that succeeds is organized on the basis of a felt need and is the result of much planning, gradual growth, and sane sponsorship. The first causes of failure are: lack of planning; lack of faculty cooperation; being imposed upon from above; attempting so much that it is crushed by its own load; doing so little that interest wanes; and poor sponsoring.

3. *How often should meetings be held?*

Meetings should be held regularly and planned accordingly; their frequency depends on the size of the school and the responsibilities to be solved. In the small schools they may be bi-weekly, but in the large school should be weekly. Nothing will deaden a council quicker than will needless, unplanned meetings.

4. *Is a student council practical for a small high school?*

A student council is practical in a school of any size—if, and only if, the faculty and student body have been educated to its possibilities.

5. *What functions and duties do student-government organizations perform?*

The student council should not be used to shift responsibility for discipline. The council has only delegated authority and should not assume legal authority. It may well, with its sponsor, direct such activities as school campaigns, student elections, scholarship and attendance improvement, manners and conduct, safety activities, social welfare work, lost and found facilities, and other similar activities of general interest and value to the school. Some 150 or more are listed in the reference cited in the preceding answer to question No. 1. Do not attempt them all; be sure to do some of them well.

6. *How are student governments established and how are the representatives chosen?*

The most assuredly successful councils begin in a small way and grow into school-wide, functioning organizations. A council membership should be sufficiently large to be representative, yet sufficiently small that each member may have opportunity to participate. It may begin as a school cafeteria club, a school welfare organization, or other minor activity that proves its worth to the school. It is better that such types of activities precede the formal organizing of the council and that they succeed before a constitution is proposed or adopted. The most common form of choosing representatives is the homeroom plan, if the school is not too large; otherwise representation may be by classes, grades, or half grades, both boys and girls being represented. Many other plans are suggested in the references listed with these answers.

7. *Where can concrete descriptions of student-government organizations which have been successful be secured?*

The one best reference on student councils is that cited in No. 1.—*Student Council Handbook*. Probably the one next best volume is *Student Participation in School Government*. Very practical suggestions may be secured from handbooks of good high schools, and also from the various leading writers in the field of extracurricular activities: Fretwell, McKown, Roemer and Allen, and others. Recommended references are explained in more detail at the end of this article.

8. *Should student government be related to the social studies?*

Student government may well be related to, and even sponsored by, the social studies; but it should not be considered as belonging solely to the social studies field. It is a school-wide organization representing all departments and other school interests.

9. *What are the trends or tendencies in student participation in school government?*

There are definite trends toward greater participation in the conduct of school affairs by student councils—greater tendencies to *participation*, with less tendency to “school government”. Councils are becoming an integral part of the local school organization and administration. They are doing much to care for the civic life of the school that was formerly conducted in an autocratic manner by those responsible for the administration of the school.

10. *Just how much power should the student council have? Should the principal have the power of veto on all acts of the council?*

The student council should be given as much authority as it is capable of administering successfully. It can never have final authority. Its authority must be limited and recognized as *delegated* authority. The principal must necessarily exercise veto power because in him rests the legal responsibility.

11. *How can sufficient interest be aroused in student participation in school government to get a system established?*

See answer to No. 6; also have representative members of faculty and student body visit other schools and see what and how successful schools do. Have committees study and report on practices of other schools, on suggestions listed in references cited in this article, and on information in selected high-school handbooks.

12. *Should the council establish rules for the organization of classes, homerooms, and other units of the school?*

The organization of classes, homerooms and other units of the school is primarily the responsibility of the legally constituted authorities—the principal and the faculty. However, a well-functioning council may

be asked to *participate* in many of these activities with profit to itself and all others concerned.

13. *What part should teachers play in the work of the student council?*

Some member of the faculty (probably other than the principal) should sponsor and be responsible for the success of the council—should delineate and guide its work. The teachers should feel a direct responsibility to cooperate with all council activities. Lack of teacher interest and lack of cooperation are primary causes of councils failing. See also No. 2.

14. *Should the student council be under the supervision of the principal, or the dean if such an official exists in the school?*

Seldom should a council be sponsored by the principal, because to the principal must be left the veto or final authority. If he sponsors the council and other members of the council desire to take action which the principal opposes, such a dilemma puts the principal in the position of vetoing his own acts. Since the dean is considered a faculty member, he or she may properly sponsor the council.

15. *Should student government be attempted unless a majority of the students favor it?*

If the procedure suggested in No. 6 is followed, such a dilemma as the majority of students opposing need never be experienced. Certainly the council will have difficulties so long as the majority of the student body opposes the council. That is why a modest beginning is advised. It is easier to recover from a minor failure than from a major one. By limiting the council's activities, especially at the beginning, the student body may be educated to the values and to the success of the council.

16. *What experience have schools had with the court system to try petty offenses and enforce disciplinary rules?*

Only a very few schools have had success in the court system for the reason stated in No. 10. Because of its limited time and authority, it is probably better for the council to appoint a subcommittee to handle petty offenses. The council itself has too many other responsibilities for it to consume time in trying court cases. Many councils have failed because school authorities have overloaded the councils with disciplinary problems.

17. *Should the council supervise the financial administration of the school newspaper? Should it supervise the finances of the clubs, classes, and other organizations within the school?*

The council should usually have a cooperative responsibility in the supervising of all the internal financing of school activities. Its authority should be limited and carefully supervised by the faculty. The responsibility and the procedure should be cooperative.

18. *What are the characteristics of a good student council?*

Some characteristics of a successful student council may be briefly listed as: Attitude of the students, of the faculty and of the community toward the activities of the council; its accomplishments; its representative manner of organization; its meetings and general interest of those meetings; the assistance it renders the school organization; the school spirit manifested; degree of student and faculty cooperation; and in the degree of success in conducting such activities as may be inferred or stated in the purposes for which the council is organized.

19. *What activities are suitable for a newly organized student council?*

The newly organized student council should attempt only the more simple activities until it has proved to the students and to the faculty its worth as an organiza-

tion. "Begin low, proceed slow; rise higher, take fire," should apply to the newly organized council as well as to the beginning orator. See also No. 5.

20. *How can the council tell when it is successful in promoting individual responsibility among students?*

The success of a council may be measured by the degree of cooperation and support it receives from the student body and the faculty. If the activities it sponsors prove worthwhile to the pupils, and if the pupils cooperate in making them worthwhile, then surely students are being made to help realize their individual responsibilities as members of the student body. A score card may be prepared by a subcommittee for judging the efficiency of the local council. For suggestions in preparing such a score card see "Criteria for Judging a Club Program", *Basic Student Activities*, Roemer, J., Allen, C. F., and Yarnell, D. A., pages 250-251, Silver Burdett Co. See also "Judging Student Government: 20 Criteria" by Frank Meyer, THE CLEARING HOUSE, April 1942.

Possibly the one best source of information in finding answers to these and similar questions is the *Student Council Handbook*, National Association of Secondary-School Principals, Washington, D.C., 1940, \$1. This volume is based on a study of practices reported from several hundred high schools. It contains model constitutions and descriptions of activities and procedures of student councils found in schools of different sizes.

The concise little volume, *Student Participation in School Government*, Vineyard, J. J. and Poole, C. F., 1930, published by A. S. Barnes, is probably the next best reference for student-council information.

Many other books in the field of extracurricular activities give one or more chapters to discussion of student-council work: *Extra-Curricular Activities*, McKown, H. C.,

The Macmillan Co.; *Extra-Curricular Activities in Secondary Schools*, Fretwell, E. K., Houghton Mifflin Co.; *Readings in Extra-Curricular Activities*, Roemer, J. and Allen, C. F., Johnson Publishing Co.; *Extra-Curricular Activities*, Roemer, J. and Allen, C. F., D. C. Heath; and *Extra-Curricular Activities in the Elementary Schools*, Allen, C. F., Alexander, T. R., and Means, H. W., Webster Publishing Co. The last is especially helpful for elementary schools.

For current literature giving helpful suggestions see *The Councilor*, official organ of the National Association of Student Councils, Fall River, Mass. This is a practical and timely source of ideas on student councils, significant activities for councils, and what councils throughout the country are doing. *Student Life*, published by the National Association of Secondary-School Principals, contains a section devoted to

news of student councils. Two periodicals of secondary education which frequently publish articles on student councils and other types of student participation are *School Activities* and THE CLEARING HOUSE.

The pioneer organization in the field of student government, the National Self Government Committee, offers some 20 free or inexpensive leaflets and pamphlets on the subject, including 2 reprints of CLEARING HOUSE articles. A list of these may be obtained by writing to the Committee at 80 Broadway, New York City.

The student-council handbooks of leading high schools and junior high schools offer very helpful suggestions. Some book on parliamentary practice should be available for reference—such as Roberts' *Rules of Order* for large schools, or one of many simpler treatments on parliamentary practice for small schools.



Teaching Rural Children How to Live

For that submerged section of our population which is too engrossed in the struggle for existence to do much thinking on abstract questions, the Alfred P. Sloan Foundation is already aiding a practical plan for better living conditions after the war. It is sponsoring a widespread experiment to discover whether school lessons for children in ways of obtaining better diet, houses, and clothes will help these people to help themselves.

Three such experiments in "applied economics" are now going on with a good deal of success in rural schools of Kentucky, Florida, and Vermont under the guidance of the three state universities.

"We want to find out," Harold S. Sloan explained, "whether the best modern information on diet and farming, houses, and clothes, given along with the three R's, will improve family living conditions. Certainly such a school experiment has never been adequately tried.

"It is a sad commentary on our educational system that today, within the very shadows of great university schools of architecture, families with incomes of two or three hundred dollars a year are building houses which perpetuate every fault in construction and design practiced for decades. Likewise, within regions served by agri-

cultural colleges where marvels are being accomplished for the commercial farmer, three- or four-acre family farms are being worked according to practices condemned generations ago.

"These conditions exist not alone because the money income is low. In fact, additional money is frequently not at all necessary to correct them. Knowledge alone is necessary, and that knowledge is available, but it has never been put into usable form for the benefit of those who unquestionably need it most.

"So promising are the first efforts at this sort of teaching in the country schools of Kentucky, Florida, and Vermont," Mr. Sloan said, "that a large national organization is now studying the work with a view to its application to public schools generally. The American Association of Teachers Colleges, representing 187 teacher-training institutions from coast to coast, has designated five member colleges to make a survey of these experiments during 1943 and to try out similar projects in their own practice schools. They will then try to determine whether this sort of teaching should be a standard part of teacher training."—1942 *Report* of the Alfred P. Sloan Foundation, Inc.

PUPIL CHEATING:

Report on dishonesty among 241 junior-high pupils—reasons, facts, and 3 recommendations

By
LYLE H. JOHNSON

HOW PREVALENT is cheating among our pupils? Does cheating on a classroom test really constitute a form of dishonesty? Why do pupils cheat? Should teachers be more concerned about cheating?

These and other questions were investigated in a study made recently in the Corvallis, Ore., Junior High School. The author tried to determine to what extent pupils cheat on an examination and some of the reasons why they cheat.

Problem of Cheating. Teachers and administrators have long been concerned with the problem of cheating in the classroom. The chief contribution of this study is to furnish some data which may be helpful in determining certain factors related to cheating. It also may perhaps prove useful in formulating some method of attack on the problem.

It has long been recognized that different individuals have different codes of honesty or dishonesty. It has long been the concern of educators and clergy as well as parents to try to develop some standardized type of

instruction which will enable the individual to adjust himself to the accepted ideal social environment. It is hoped that the present study may furnish facts and implications that will help to guide parents, teachers, and clergy in their search for a better character-building program.

Determination of Cheating. In this study cheating was determined by giving 241 pupils in Corvallis Junior High School an objective test, administered by the classroom teachers. The test was then graded by the author without any marks appearing on the papers. Pupils were told that their scores on this test would in no way affect their other school marks. They were asked not to guess the answers—to answer only the questions of which they were comparatively certain, leaving the others blank.

The answers were tabulated on a master sheet and the tests returned to the pupils with instructions that each was to grade his own paper. *From one to thirty changes were made on various papers, either by changing the answer or filling in an answer in a previously blank space.*

By comparing the results obtained from the scoring by the writer with those obtained when the pupils scored their own papers, it was comparatively simple to determine the pupils who did and those who did not cheat.

A few days after the test was given, a questionnaire was filled in by each pupil, giving such information as: name, sex, age, marital status of the parents, father's occupation, number and ages of brothers and sisters, church membership, nationality of

EDITOR'S NOTE: Give a few hundred junior-high-school pupils a situation which seems to them an excellent opportunity to cheat without detection—and what happens? In this study, Mr. Johnson tells you in detail what happens. Particularly interesting to this editor is the author's breakdown of pupil cheating in terms of family and extra-family backgrounds. The author is now registrar of Eastern Oregon College of Education, at La Grande.

father, membership in character-building organizations, and whether a reward was received for good grades. Each pupil's IQ was obtained from the principal's office.

Conclusions from the Study. In this study it was found that of the 241 cases included, 111, or 46.5%, cheated. In the test, each student was given the opportunity to cheat if he chose to do so. This figure seems to be in line with results obtained in other similar studies.¹

Sex apparently has little to do with a pupil's cheating, as there was less than 1% difference between the boys and the girls.

There is apparently less cheating in each successive grade in the junior and senior high school, if the findings of this and other studies can be relied upon. This may be due to the natural weeding out of those pupils who are unable to achieve acceptable success in their studies.

It might be thought that one of the worst things which could happen to a child is to have his parents separated by divorce or other reasons. This status of the family, however, seems to have little influence upon a child as far as cheating is concerned. It was found that there was only slightly more cheating among students whose parents were separated than among those who lived in a normal family atmosphere.

Nationality of the parent, occupation of the parent, or whether the pupil lives in the city or country seems to have little to do with the tendency to cheat.

It is interesting to note that the more brothers and sisters a pupil has, the greater the tendency to cheat. Likewise the child with the majority of brothers and sisters

older than himself cheats far more than when the majority are younger. Could this mean that because a child has to fight for his rightful share at home, he is apt to build some dishonest habits?

One of the more discouraging conclusions reached in this as well as other similar studies is that membership in the so-called character-building organizations seems to have little influence in curbing the tendency to cheat. The results of this study show that members of such organizations cheat slightly more than non-members. Also, those students affiliated with some church organization tend to cheat slightly more than non-members.

Many youth organizations, such as the Boy Scouts, Girl Scouts, Campfire Girls, YMCA, etc., have long claimed that they furnish effective character training for the youth of the country. It is not the purpose of this article to provide argument against this assertion, but the results of this and some related studies apparently do not substantiate the claim.

One Scoutmaster has pointed out that too few Scouts go beyond the tenderfoot stage; he feels that if the study were made with those who continue in the advanced program of Scouting, a lesser tendency toward cheating would be found.

With only one exception,² all studies of honesty reviewed by the writer which considered the factor of intelligence agree that the higher the mental rating (IQ) the lower the per cent of cheating. There is a consistent increase in the per cent of cheating from the fourth or highest quartile of the range of intelligence to the first or lowest quartile.

Contrary to the results which might be expected, the study found that pupils whose mothers work outside the home tended to cheat less than those whose mothers do not work. The difference here was so small that this factor is probably not significant.

¹Peavy, N. W., "Factors Associated with Dishonesty in College Students". Master's Thesis, Oregon State College, 1933.

Laison, E. L., "Factors Associated with Dishonesty in High School Students". Master's Thesis, Oregon State College, 1936.

Fenton, N., "An Objective Study of Student Honesty during Examinations". *School and Society*, September 10, 1927.

Campbell, W. G., "Measurement in Determining the Personality and Behavior of the College Cribber", *Education*, 53:403-8, 1933.

²Yepsen, N. L., "The Reliability of Self-Scored Measures". *School and Society*, November 1927.

It would be interesting to know whether the tremendous influx of mothers into war industries has changed this picture.

It was quite apparent that pupils given a reward at home for good grades earned at school cheat more than those receiving no reward. This seems to be a significant psychological factor. It may even explain the reason for the greater tendency to cheat on the part of members of character-building organizations. Should we offer rewards in the form of merit badges, high grades, and classroom recognition—if this tends to cause the child to cheat in order to gain these recognitions? It might be argued that it would be a questionable policy to eliminate all such rewards inasmuch as these very pupils will later enter vocations where reward is given for outstanding achievement.

Overcoming Cheating. What then, about this matter of cheating? It is certain that further study and investigation should be conducted relative to dishonesty in all levels of our educational institutions, covering many educational institutions, and also in other situations, so that a wider sampling may be obtained. The results should be published and made available for use of

all those of us who are interested in attacking and preventing dishonest behavior in school and life.

Some improved form of organized programs of character education should be developed in our schools, churches, and homes. Mere abstract teaching of principles of desirable character behavior appears relatively ineffective. Provision should be made in the curriculum for instruction in honesty and character development through specific and concrete situations and experiences involving the practice of honest and desirable character behavior. Such a method should create within the child a sincere desire to succeed by the exercise of honest and yet profitable means.

More attention should be given to the problem in our teacher-training institutions, through the inclusion of specific materials dealing with good character development, in order to provide our teachers with specific procedures relative to the teaching of desirable character behavior.

Superintendents and school boards should continue to use utmost care in the selection of teachers who *really* possess the character traits we wish to develop in our children.



Conservation Activities for High Schools

Adoption of a long-range conservation plan built into the high-school program was recommended the past spring at a meeting of the Washington (state) High School Principals Association. Suggestions were as follows:

A. That each senior and each junior high school in the State of Washington be urged to form Conservation Clubs.

B. That, among the functions of each club, there be some active projects along the following lines:

1. Tree planting—re-forestation, care and administration
2. Soil erosion prevention
3. Fish, game or bird propagation
4. Roadside beautification
5. Flower (native) protection

C. That the clubs become the proponents of conservation ideas in the school.

1. Programs in assemblies and special meetings
2. Movies and exhibits
3. Promotion of Conservation Weeks or special days
4. Promotion of field trips
5. Dissemination of book materials
6. Liaison groups between state or county groups and the student body

D. That each club try to acquire a site of land, a camp area, or equipment necessary to carry out actual projects.

1. Forty acres or a section of land, with re-forestation needs, per school
2. A camp area should have possibilities of work units
3. Government or State land might serve.—

Washington Education Journal.

VICTORY BOUND

is the High-School-Down-The-Valley

By

JOSEPH BURTON VASCHÉ

THE High-School-Down-The-Valley is a funny little place. You'd frown at its old building, with the tattered sign above the door, "A. D. 1895." And the student body of 96, the kids dressed as they always are, in gingham and overalls, might make you snicker out loud. But let me tell you, they're doing a *real American job* down there!

When word came over the radio that the Japanese had pulled the sneak on Pearl Harbor, the folks on the faculty didn't waste any time. They sat down together that Monday afternoon, talked things over, and shaped up a program that would help out the nation. And, funny thing, these country people were pretty right in what they did.

I won't take time to enumerate the many obvious things, like rounding up aluminum and rubber and metal, and the pledges for defense and later war stamps and bonds, and all. Far as I know, no one took time to do any per capita figuring. There wasn't any need to. Everyone did his best, and he couldn't do any more, could he?

'Course as time went on, and the armed

forces and the defense industries made known their wishes, and the Victory Corps came to life, the High-School-Down-The-Valley made its changes—a lot of us would call it *curriculum*, but they didn't—they simply added needed things in algebra and in geometry, in science and in shop, and took out other things that aren't important. No one worries particularly about when a semester starts or when a unit stops, or if anyone gets a ribbon or a cap; they don't do business that way. But they are turning out reams of work, and that's what counts!

When the war grew hotter, and some of the older boys and girls left town to take part, the faculty got down to brass tacks on the vital problems which were popping up all about. Sure, I'll tell you what they did—and what they're doing—might even get an idea or two for your own school. Yep, might at that, and you'd be welcome to 'em, I know that!

1. At the High-School-Down-The-Valley, they are giving a lot of attention to personal counseling, especially upon those problems brought on by the war. The good folks on the staff knew they had to lend a hand to Johnny, who was all broken up when he lost his brother in North Africa. The same for Mary, who was left alone with her ailing mother, and the little ranch, when Uncle Nick rode off for his induction.

Then there was Elizabeth Ann, whose family was moving away to the defense center, and how she wanted to finish with her class. And poor little Paul, the orthopedic defect, sad case, who had his heart set on joining the Navy. Yes, there's still

EDITOR'S NOTE: *The High-School-Down-The-Valley, with its 96 pupils, is the average-sized American high school, according to U. S. Office of Education figures. Avoiding mention of the obvious wartime work that all schools are engaged in, the author shows what is happening in this average high school, and why it can be proud of its new win-the-war program. Mr. Vasché is director of research and curriculum of Stanislaus County Schools, Modesto, Cal.*

a lot of kind, reassuring talk going on in that little school, and many a heartache has been soothed by patient, encouraging words. And, by the way, nobody has an hour a day off for counseling—it comes in the oddest places, all day long.

2. At the High-School-Down-The-Valley, the staff members are pretty well acquainted with the fields in which their boys and girls are being called to serve. They found out there was just *one* way to learn the answers to the practical questions perplexing the kids. That was to go out and meet and visit the industries and the armed services, and thus to gain the facts.

Lucy registered for nurses' training in this hospital, Jack enlisted in the Coast Guard instead of the Marines, and Margaret took a position in this industry instead of that, simply because teachers know the kids and they know the fields. True, this travel-study has cost the board a little money, and the faculty has had to double up at times, but they know it's worth the price, and I think they're right, too! Don't you?

3. At the High-School-Down-The-Valley, there's some dandy little work-experience going on with the storekeepers of the towns around. There are some boys and girls—not too many, but quite a few—who have studied hard in the commercial classes, acquired the basic skills, and they are pretty serious in their aims to follow business careers.

A shortage of clerks and bookkeepers made this thing go—and right now, this group of students carries a good school load, and still has time to spend an hour or two every working day, full-time Saturdays, learning on a real job, with pay in folding money, and extra credit on the card.

4. At the High-School-Down-The-Valley, they're helping the farmers all they can, winter and summer both, by pitching in and working in the fields and in the packing sheds, when other labor can't be had.

Last fall, the pupils and the teachers saved the tomato crop, and while they did lose a stretch of school, they convinced the public all around that money spent for education was not in vain. Later, they had Saturday classes for a spell, and this brought the yearly calendar up-to-date. Now and then a boy asks to be excused to help his pa, and he knows what he must do to make the absence legal. What rules they do have are short and clear, and a kid knows when he's right, and when he's wrong!

5. At the High-School-Down-The-Valley, they're hundred-per-centers in Red Cross work, and in other like undertakings for the good of the whole countryside. They've turned out bandages and handy gadgets by the crateful; in fact, the art and sewing classes are making instruction and service one and the same thing. Big topics like First Aid, Feeding the Family, Home Nursing, and Child Care have become a part of every youngster's regular learning. And the Victory Garden, out on the old ball diamond, proves that kids can produce good stuff from the soil.

6. Like a lot of bigger schools, the High-School-Down-The-Valley, a year or so ago, thought it was saving souls, by solving in Senior Problems such puzzlers as: What can I do so my best friend won't have to tell me? Is there etiquette in the Dutch Treat? Should a brown tie be worn with a blue suit? How can I apple-polish the boss (or college professor)? If I get a job, how should I budget my money? How much lipstick should I wear to have people like me? . . . etc. . . .

But the war has changed all that! Now, instead, the upper pupils get together and discuss pertinent issues of today, such as: What do I need to get into the V-12 program? Why is nutrition vital to winning the war? How can I bring my weight up to qualify for the Air Corps? Should a farm girl leave home—and school—to do office work in the shipyards? Where can I, myself, serve best in the war effort? Is a war

marriage advisable in my case? . . . etc.!

And listen, brother, I'm not talking through my hat when I say that time counts in Senior Problems now!

7. When some of the alumni have come back to the valley, on days off from the front lines, their informal, straight-from-the-shoulder talks at the student-body meetings have brought realization and understanding which that little group could never obtain in any other way. First, there was Larry, who had spent eighteen months in the South Pacific. And then Ruth, the army nurse, back from the Aleutians. Later, Marie, the welder; Carl, the aircraft mechanic; Dorothy, the WAC. In fact, they're still coming, and each is making his own direct contribution, with his courageous words, to the determined spirit of the school at home. They really work, these lively open-forums!

8. At the High-School-Down-The-Valley, the handful of teachers is ready now to carry on its sacred duty to the fighting sons and daughters, who one day will come home with victory, final and complete. There'll be the picking up of training where it was left off; there'll be special classes for young adults; rehabilitation; advice; and there'll be the obligation of fitting every returning lad into a job and helping him establish a home; and all that. But the staff is waiting, anxious for the chance. They won't be needing any big books and fancy loans, for their hearts will be in what they're doing, you see!

9. While recent changes in the study program at the High-School-Down-The-Valley have come without any great to-do, it is pretty certain that how and what the school is teaching is developing on what I call a permanent basis.

The staff, every last man, has caught the "needs" approach, and the kids enjoy working, knowing what it's all about. The English teacher, to give you one idea, up and volunteered to set aside part of his periods

every day to keeping the youngsters (he has 'em all) up on what's going on in the outside world. They do thinking in that class, let me tell you, and after they listen to a radio broadcast or a record or read a news article, they know what's in it. And you can't trick 'em on names and dates and events—geography, you'd swear, had been born in 'em!

The same with math and science and all the others—they've hacked the dead-wood out of the study tree, and it's a cinch what's left is good, and what was good, is left. Kinda poetic, but true!

10. And one more thing, at the High-School-Down-The-Valley, they're pretty wise in spending what money can be spared in building up the library. There are well-selected books, visual aids, records and transcriptions. And all of these are being used to make every day a better day at that school. Pleasant place, the library, and a real air of industry, too. A few minutes in that room makes a fellow feel that kids'll work and learn if they've got the right stuff to do, and plenty of other right stuff to do it with!

A short postscript before I close. On my way out of this fine little high school I chanced to mention Permits to Work, that red-tape required by law. The principal smiled and explained they had no difficulty there, since every child established legal proof of birth on his permanent-record form, as a first project in Freshman Orientation. Then, on one day each spring, the kids all fill out forms, and the teachers, in turn, prepare the necessary cards for summer jobs. It's simple, and in addition it works!

No sir, America doesn't have to worry, not about the High-School-Down-The-Valley! It's the best there is in Public Education. And you know, *it might even be your school. It can be your school, if you want to make it so!*

Butte County High Schools SURVEY PUPIL DIETS

By LOAZ W. JOHNSON

UNDER the sponsorship of the Butte County Coordination Program and the Butte County Committee on Nutrition for Defense a survey of the daily diets and eating habits of high-school pupils was conducted in 1942.

The purpose of the survey was to provide information for club groups, parents, teachers, and administrators to guide them in their work with nutrition problems. Although the survey was somewhat limited, the results seem to be of some significance.

The procedure followed was to have each pupil participating in the project keep a list of everything eaten each day for a period of five days. With the use of a chart the amounts of the nutrient elements of the food eaten were derived. The amounts of each nutrient element for each day, the totals for the five days, and the averages per day were computed.

The form used in making the survey was "Nutrition Program for Defense, Checking the Food Values of the Daily Diet", prepared by Hilda Faust, Agricultural Extension Service, University of California. It was adapted from the chart released by the Committee on Foods and Nutrition, National Research Council, at the National

Nutrition Conference for Defense, Washington, D.C., May 26, 1941.

This form gives the recommended amounts of calories, protein, calcium, iron, vitamin A, thiamin, ascorbic acid, vitamin D, riboflavin, and nicotinic acid for children, for boys and girls at different ages, and for men and women. A chart giving the amounts of these elements in a common measure and an average serving of the principal foods was provided. A specially prepared blank to be used by the pupils in recording the names and amounts of the food eaten and the amounts of the food elements was included.

Since it seemed advisable for those filling out this form to be somewhat familiar with foods and food elements, it was concluded that only pupils in such classes as home economics, biology, agriculture, and health should be asked to participate in the project. The procedures used in the survey were rather complicated for high-school pupils, and as a result reports from only 180 pupils were complete and in usable form. However, every high school in the county was represented in the survey. The method of selecting the pupils resulted in including 139 girls and only 41 boys.

Although medical science has not determined conclusively just how much of each food element the average person must have for maximum or desired growth or maintenance or just how great the deficiency or excess must be for detrimental effects, for purposes of comparison and evaluation an arbitrary scale was developed in accordance with recommended amounts.

It was realized immediately that not more than five of the 180 pupils would

EDITOR'S NOTE: For five days the pupils kept a daily record of the kinds and amounts of food they ate. This article reports the facts discovered about nutritional deficiencies among the pupils, and offers four recommendations for improving the situation. The author is coordinator of secondary education of Butte County, Oroville, Cal.

have the exact recommended amount of even one food element. Thus it was decided to class as normal those who did not deviate more than 10% from the norm, or recommended amounts. Those who deviated more than 10% but less than 25% were classed either as above or below normal. Those who deviated 25% or more from the recommended amounts were classed as insufficient or excessive.

more were getting excessive amounts of certain other food elements. Only about 10 per cent of the pupils fell in the normal classification as far as food values of their daily diets were concerned.

The information gathered in the survey which does not lend itself to tabulation was of great importance. The records showed that the majority of pupils ate large quantities of food. Eating habits were

TABLE I
CLASSIFICATION OF PUPILS IN BUTTE COUNTY HIGH SCHOOLS, ON THE BASIS OF FOOD VALUES OF THEIR DAILY DIETS, ACCORDING TO A SCALE ARBITRARILY DERIVED IN RELATION TO RECOMMENDED NORMS

Classifications	Calories	Proteins	Minerals		Vitamins			
			Calcium	Iron	A	B	C	Riboflavin
Excessive.....	9	37	17	39	38	17	59	25
Above.....	11	16	13	20	14	17	27	17
Normal.....	17	18	14	30	17	44	21	20
Below.....	45	32	13	64	24	54	45	53
Insufficient.....	98	77	123	27	87	48	28	65
Totals.....	180	180	180	180	180	180	180	180

KEY TO CLASSIFICATIONS:

"Normal"—Within 10% of the recommended norm

"Above" and "Below"—Within 10% to 25% of the recommended norm

"Excessive" and "Insufficient"—More than 25% departure from the recommended norm

Table I gives the classification of both girls and boys according to this arbitrarily adopted procedure. We found very little difference between the distribution of boys and girls as far as food values of their daily diets as compared with norms for the different groups are concerned. The diets of more than 50 per cent of both boys and girls were classed as insufficient in calories and calcium. The diets of approximately 50 per cent of both boys and girls were insufficient in proteins. A high per cent of both boys and girls were getting insufficient amounts of the other vital food elements.

As far as medical science has revealed, no harm results from excessive amounts of many of the food elements. Possibly care should be exercised with respect to calories. Only a few pupils were getting excessive numbers of calories, while 10 per cent or

very irregular. Many pupils ran across the street from the high-school building to eat or drink something at every class change. Both boys and girls often came to school without breakfast and ran to the store for a candy bar before the first class began.

Both boys and girls told of eating complete meals as late as 12 o'clock at night. Some of the girls who came to school without breakfast ate four or five candy bars and drank several coca-colas during the day, but still fell far short of the calories recommended. A few pupils were very regular in their diets. Most of these fell within or near the "normal" classification.

Some observations in connection with the study were encouraging. Even before the survey was initiated it was discovered that a home-economics teacher in one school had developed a similar project in connection with the nutrition aspect of her work, and

as a result each pupil evaluated her own diet and pointed out what she should eat to make up apparent deficiencies. In another school a biology teacher had made a similar study of the eating habits of the pupils in his classes. As an example of this work, the analysis and recommendations made by one pupil for herself follow:

"My chart shows that I need more foods rich in calcium, iron, vitamin A, and vitamin C. Calcium is found in cheese, turnip tops, figs, beans, broccoli, and greens. Iron is found in egg yolks, liver, beans, apricots, peas, oysters and peaches.

"Vitamin A is found in beet greens, chard, spinach, liver, broccoli, and apricots. These are the richer sources of the vitamins and minerals. Vitamin C is found in raw cabbage, citrus fruits, tomatoes, turnips, and cress. These vitamins and minerals can be found in other sources not so rich in them.

"I have an adequate amount of protein, vitamin B₁ and vitamin B₂ in my diet. I also have an adequate amount of vitamin D.

"Vitamin B₁ is found in pork, legumes, liver and other glandular meats, lamb, veal and beef, whole grain cereals, egg yolks, whole wheat or enriched flour, milk, fruits and vegetables. Vitamin B₂ is found in liver, kidney and other glandular meats, veal, lamb, pork and beef, milk, eggs, green leafy vegetables, and legumes.

"Proteins are found most rich in meat, glandular meats, fowl, fish, cheese, beans, peas, eggs, cereals, nuts, and milk."

KNOWING VS. DOING

Similar analyses of their diets by other pupils indicated that they know what they should eat. The teachers said that most of the pupils knew what they should eat, but did not act upon their knowledge.

There were several reasons for their failure. They had not cultivated the habit of eating some foods which are rich in certain nutrient elements. In many cases the par-

ents had not recognized the importance of a balanced diet for growing boys and girls. Teachers reported in several cases that parents were not financially able to provide the food necessary for a balanced diet. The prevailing conditions and surroundings encouraged the pupils to eat less solid and less nutritious foods.

BREAD STUFFERS

Conclusions. According to the data gathered, with the exception of a few girls and possibly two or three boys, the pupils participating in this survey seemed to be eating a sufficient quantity of food, some of them eating far too much. Some boys were eating 18 and 20 slices of white bread per day and some girls were eating almost an equivalent amount. Many pupils were not eating the proper kinds and proportions of food.

The data tended to show that many knew what they should eat but for various reasons failed to eat these foods.

Approximately 50 per cent of both boys and girls were getting insufficient amounts of the chief nutrient elements, while only about 10 per cent were getting approximately the recommended amounts of these elements.

Recommendations. Some provision should be made for enabling parents to become more familiar with the nutrient elements of common foods and with the nutrient needs of their children.

Conditions within and around high schools should be such as to encourage pupils to eat properly prepared and wholesome food in adequate amounts.

A coordinated health program should be developed in every high school to provide health instruction, to demonstrate the benefits derived from proper diets, and to encourage good eating habits.

A systematic plan for the schools and the homes to cooperate on matters of nutrition and health should be developed as quickly as possible.

CAMP COUNSELOR TELLS ALL

*If you want to know
the worst, here it is!*

By KATHRYN H. MARTIN

THE BEAUTIFUL DREAMER who dreamed up the phrase about "the patter of little feet" was never a counselor at a summer camp for children. The feet may be small, but oh! they are mighty.

Outside, the mountains rise in peaceful majesty, the pine trees shimmer softly in the quiet air, the sun is brightly beautiful, and all creation preaches harmony. But within—noises reign. All ye who enter here are going to find your ear drums taking an awful beating.

There are sounds . . . feet racing . . . mouths laughing and crying . . . doors slamming gustily against shivering timbers . . . plumbing moaning . . . ping pong balls and blocks rattling . . . pianos making beautiful music together . . . stentorian voices demanding Jimmy's presence *immediately* . . . records and feet in swing time . . . and sometimes . . . a pure, sweet voice floating up from a small throat in a way that brings gooseflesh.

It begins early in the morning, around 5:30 or 6 o'clock, when the twittering birds awaken the tots, who in turn begin whispering, bobbing, and rolling, until the



EDITOR'S NOTE: *The author has just completed a season as counselor in a summer camp, and this uproarious report is hot off the griddle. You will learn about the counselors, the parents, and the young patrons. "And so," as the travelogues used to say, "with regret in our hearts, we leave beautiful Lake Catterwaul"—with a bit of a limp and a few frayed nerves. The dauntless heroine of this front-line dispatch teaches in Palm Springs, Cal., High School.*

loud clang of the cow bell bids them rise. This is the introductory theme of a symphony which rises to its charging crescendos at meal times.

The ordinary quiet consumption of food becomes an exciting adventure. Can everyone find a seat? Will Jimmy shout the blessing? Can we make Herbert eat oatmeal today?

Can we bear to watch Jane dribble food on her forehead, ears, chin, and chest, so that she looks like a savage in war paint? Can we divert Billy from kicking Tom under the table? Will Richard drop a tray, crash upon crash, and weep remorsefully as he wends his way kitchenward?

Staccato conversation fills the air so tangibly that counselors look across tables into each other's eyes, seeking reassurance and adult sympathy. At last the meal is over, and the thundering herd is off to activities.

Camp counselors fall into several categories. There are the very young, who think mostly about when they can wash their hair and get out to dance with the opposite sex, and who highly resolve never to have any children of their own. (There are exceptions, of course, who can't help liking children in spite of everything.)

The very young counselors are long on sports and can endure incredible hours of archery, swimming, baseball, and just plain batting around. Their views on children are usually nicely uncomplicated by psychology, and they are able to train children as you would a dog or a horse, without fussing around too much about the Inner Self.

The middle-aged counselors can manage anyone's children better than their own,

so they and their children arrive *en famille*, and spend the summer eyeing each other apprehensively at a distance. This type is quite useful in the kitchen, and for holding children on laps and lecturing them on their future lives, also for sitting up late at night to thrash things out for the next day. Occasionally these counselors get completely off the beam and have emotional splurges over their own children, or general breakdown due to lack of petty vices.

The last, and supreme category, is composed of more highly individualized persons who are the unquestioned leaders, and who must be a perfect blend of Florence Nightingale, Babe Didrikson, and Saint Francis. These are the people who nurse the sick, plan the program, pray and smile and give orders. They may be hoarse and militant, but they carry on, and every one of them deserves a soft pine needle pillow to take to heaven. Sturdy oaks, we salute you!

Certain techniques are highly desirable in a good camp counselor of any age or sex. Bed-slinging is one of these. It isn't everyone who can sling a bed from lodge to tent, or tent to meadow, and back again at the first raindrop. Mattresses, springs and bedding must be light as a feather in the hands of a crackerjack counselor. A counselor holding a complete bed under his arm is no more to be wondered at than a professor dangling a brief case. Other techniques are of an extremely versatile nature.

If I were preparing a questionnaire for camp counselors and long-suffering secretaries, I should include the following items:

1. Can you roar so as to be heard for miles?
2. Can you mop, sweep, dust, wash clothes, build shelves, repair water heaters and plumbing?
3. Can you lead chapel, sing, play the piano, knit, tool leather, saddle a horse, cuss under your breath?
4. Can you hike, dress wounds, drive a truck, chop wood, sew and cook?
5. Can you spank? Can you tell fascinating yarns?

6. Can you scrub children and get them *clean*?
7. Can you dry tears without drooling?
8. Can you manage the visiting parents?
9. Have you a sense of humor? What is your method for settling dirt fights, "only" children, and pine needles in your sleeping bag?
10. ARE YOU RUGGED?

A great many camp counselors by summer are teachers by winter. It is possible to teach school without getting too analytical about the whole thing, because at 3:30 every afternoon you can walk out to seek some gentler clime.

Of course many teachers think, talk, eat, and dream school from 8:00 A.M. Monday to 3:00 P.M. Friday, and the monomaniacs indulge in nice, juicy lesson plans on Saturday. But try keeping them at school for 24 hours a day—and the poor pedagogues would soon be cashing in on that Home for Decrepit Teachers, supported out of the good old pay check.

At camp, however, one begins wondering about children. Children are a part of the human race, and yet they are a race apart, if you'll pardon the bad pun. They range from the savage to the sublime, and back again, with such amazing rapidity that poor inhibited adults can only blink. In the space of a few seconds, children can be hurling rocks at each other, or sitting down in chummy fashion to chew on the same hamburger.

All the children have wonderful letters of recommendation from their own parents, who should know them very well indeed. These letters assure us that they are "perfectly normal", a phrase which increases our mystification.

Tommy jerks and talks in his sleep; Margaret bites; Monroe can't eat kidney beans. Doris can't bear to brush her teeth if anyone is in the room; Eugene prefers going to sleep sitting straight up in bed. Where, oh where, is the perfectly normal child?

Is it Gwen, the blonde baby tank, who ploughs her pigeon-toed course invincibly

onward, or dainty, elfin Diana, who is a sprite from a Barrie play? Is it Jean, the adolescent with a capital A, who laughs and cries together and runs the gamut from dirty childhood to bored sophistication in a single day?

We give it up, and learn not to think too much about it; but instead we concentrate on mundane things, e.g., getting their ears clean.

And now, first, last, and always—parents. Parents come on Sundays, but praise the Lord, gas rationing keeps them from coming as much as they used to. A camp counselor can only conclude, after a busy Sunday, that parents need children more than children need parents. They are lonesome for the children, and they can't help it.

Advice to parents in such a situation: be nonchalant! Remember that after you've come, taken Susie out to dinner and stuffed her with candy, and listened to her current line of chatter, some poor counselor has to iron her all out again. Susie usually returns all fagged out from excitement and love, her meagre social powers strained to the breaking point from trying to coordinate mama with camp.

A parent who can stand off and observe with a reasonable degree of detachment is one in a million. But why go on? I quote verbatim from a typical parental letter which attempted to pave the way for one innocent little boy:

July 1, 1943

Dear Mrs. Ellis,

I was glad to hear from you this A.M. but somewhat confused because you were waiting to hear from me, as I was sure you would have your representative in town send me the application blank and then I decided you were so rushed like the rest of us that you had forgotten the details of our conversation with my rambling on about my unusual child. . . .

Horace is a good boy fundamentally but inclined to be lazy and loves to argue himself out of his work, please see that he does his share in the "chores" if he thinks he has a task that is a privilege he will fight to do it but if its labelled work he is A.W.O.L. I believe in discipline and firm and please see that he does as you ask. . . .

His health is good as you will see . . . he has gotten *Fat* since he had the mumps—he loves starches and will only eat his fruit if it is pushed at him, and this is *very necessary*. Someone please slip up to him every day and ask him (deleted). . . . His first answer to this question is always "Yes" but if you ask him if he is *sure* he either says "Yes" definitely and you can believe him but if he can't remember the answer is "No!" and he needs a little dose of something before he comes down with one of his terrific headaches which needs a good dose of cascara (1 tablespoon) and he will come right out of it.

If he should get one of his coughing spells and it lasts all night please call me on the phone and I'll tell you what to do, he has some kind of allergy which we have not been able to trace so far with the help of several doctors, he gets full in the throat and whoops . . . don't be alarmed it's not contagious and only happens a couple of times a year, but we have a definite treatment worked out, simple and effective but won't bother you with it because it probably won't catch up with him if he doesn't catch cold. In line with this *he must not drink milk*, he may have it on his cereal but no more. Will send his calcium pills along.

Don't let him sleep outdoors . . . the mosquitoes love him and he scratches infections up, but on the pack trip of course. Last year I let the boys sleep out one night and I thought he had some dread disease and rushed him to the doctor, I felt so silly when he said mosquitoes.

Please ask him to SCRUB his teeth. . . . I don't think he's worse than any other eight-year-old but I have never let him away by himself . . . his grandmother has raised him and our ideas are not the same, so we struggle along as best we can . . . one thing I insist on is the TRUTH nothing makes me so mad as to have them tell me a lie . . . I don't think anything is worse in a child. The manners and character will follow along some day, I hope, but that I will not tolerate. . . .

Horace has met with much defeat and ridicule in school . . . because of his habit of doing things backwards . . . he was a nervous wreck when we took him out of public school, he cried all the time . . . and spent the greater part of his school days in the little boys wash room. . . .

He never could run and he couldn't catch a ball . . . I have been playing badminton with him . . . I'm going to send a racquet along maybe someone will bat with him.

Thank you for your courtesy, et cetera . . .

Sincerely yours,

(Ed. Note: Horace is perfectly normal.)

Hi there, Horace! Welcome to God's

great out-of-doors and Freedom! We'll just forget all this and give you a break, and Mother won't know you when you get home. And Horace, that isn't all. Some evening you'll stand on the broad veranda and see the American flag slide softly down the pole, and you'll know something you never felt when you saw it in the newsreels.

And another evening, Horace, you'll sit

by a campfire in early evening, when the pines are black lace against a pastel sky, and one star is shining brightly. The noises get very soft then, and the air is cool. The voices sound sleepy; it is almost time to unzip the sleeping bag and crawl in. No one is worried about your innards, little one. Sleep well, and have lots of fun tomorrow. We can take it, and we like it.



Recently They Said:

Recommendation

Every classroom teacher ought to be able to recognize, diagnose and treat the common disorders of speech. Our teacher-training colleges should require every one of their graduates to have elementary training in speech education and correction.—OLIVER W. NELSON in *Washington State Curriculum Journal*.

Collegiate Non-Academics

Students come to college with slim vocabularies in their native tongue.

Unfortunately it is difficult to bring fully home to many self-enthused language instructors the total reality of student poverty in this regard, affecting not only words for whose absence at least a partial excuse could be permitted, but even those marked as supposedly common property.

Let instructors ask for reactions to "apprehensive", "alleviate", "austere", "candid", "casual", "deference", just to mention a few samples wherewith to start experiments. I have just been trying in vain to discover a student with a just appreciation of what is meant by "a reactionary government".—A. M. WITHERS in *School and Society*.

Delicate Subject

In an address to the teachers of Indianapolis some few years ago, I said that I had not used algebra or geometry since my high-school days—not once. On the other hand, there was not a day of my life when I was not using English either to make myself clear to others or to understand what they were saying or writing. I did not deny the value of training in higher mathematics. I simply reported that I had not used the subject, but that I was constantly using English. I suggested that

more attention should be given to training in the use of oral and written English if education was to be related more closely to life.

The next day the feature editorial of the *Indianapolis Star* appeared under the caption "President Wildman—the Friend of Students". The editor praised my point of view as an editor would. In the meanwhile I conducted no research to discover what the mathematicians of the state were saying about DePauw's new President.—CLYDE E. WILDMAN in *Modern Language Journal*.

What They Really Think

How infrequently have our principals, supervisors, directors or superintendents known what their personnel is really thinking. Knowledge of teachers' points of view could give administrators a very plain picture of what to do to make the faculty truly "one happy family", as they like to imply.—LOIS THOMAS in *National League of Teachers' Association Bulletin*.

Over-Pessimistic

If there is any one thing that a foreign-language teacher would anticipate more readily, would face with less surprise, or to which he or she would more quickly say "I told you so" than a token bombing by the Axis of the town in which he or she is teaching—it would be for him or her to walk into the language classroom one morning and find no students to be taught. This, I judge to be the extent to which most of us anticipate the worst for foreign languages. This, I judge to be the depth of gloom, pessimism, and futility to which many of us have allowed ourselves to descend because of the present decline and depression of student interest in foreign-language study.—W. N. RIVERS in *Modern Language Journal*.

The Specialized GEOGRAPHY ROOM

Ideal equipment & what could be accomplished

By
NORMAN WITTKOP

HOW MANY of us teachers of geography have to teach with very little physical equipment? I don't think there is one among us who has not craved a real geography room—specially equipped with all the tools necessary for good work.

In all my experience in working with teachers I have yet to find one who wasn't under a handicap because of the lack of working tools—appropriate maps, charts, texts, films, exhibits, etc. True, geography can be taught without tools—but we have long passed the stone-chiseling age.

The ideal would be a room (or rooms) especially equipped to teach geography. Let me give you an idea of such a Utopia.

The room is large enough to accommodate perhaps seventy or eighty pupils, although the average class is around forty. There are cases and open shelves for exhibits and projects. The windows have heavy dark shades for use when slides or films are shown, and there is a good slide and sound-movie machine, operated by the teacher or a competent pupil. The room has an appropriate and up-to-date library of slides and films dealing with as many countries and their activities as possible.

Current charts and physical, political, air route, and commercial maps are available, plus an ample supply of many geography books—with not more than six to a set so that many authors may be represented. A mimeograph machine for running off maps

is a useful asset.

The most recent pamphlet material from foreign consulates is on hand. Likewise *The National Geographic* magazine and a class subscription to an up-to-date weekly magazine, so that world events may be intelligently interpreted. A supply of clay and plaster of Paris, water paints and large drawing sheets are welcome materials for projects and map making. A large glass-top table lighted underneath for tracing.

Maps are not hung on the wall but placed in the center of the room on a platform so that "north" on the map actually is North. Movable desks allow pupils to gather around the maps and with long pointers actually do map work during their discussions.

In such a well provided layout the teacher could have infinitely more poise, and more confidence in his ability to do a good job. There could be such incentive and interest on the teacher's part as would imbue the pupils with a keen interest in the activities of people all over the world. None of these peoples is more than sixty hours away by air travel, so a study of international air routes can give a modern flavor to the geography menu and allow it to be mentally digested with pleasure. Recordings of good class discussions or panels might be made and kept in the live file for use by future classes.

Last—and most Utopian requirement of all—only those will teach who really like geography above all other subjects. These suggestions would make the geography department notable in the school—and the school notable among other schools.

EDITOR'S NOTE: Mr. Wittkop teaches geography in the Steuben Junior High School, Milwaukee, Wis.

DEPARTMENT HEAD

*Responsibilities, teacher relations
and how to get projects launched*

SPEAKS

By SALIBELLE ROYSTER

H EAVEN FORBID," I promised myself the moment I became a department head nearly four years ago, "that I ever use the possessive singular personal pronoun in referring to this department. It is *our* department, not *mine*."

Our department it is in fact, not in name only. Realizing that acquiring and retaining the good will and cooperation of the other teachers is the first and greatest commandment of the head of a department, I sought that first, hoping that many other good things might be added unto us. In most cases it has not been difficult to obtain this objective, although I realize that in others it may require almost superhuman diplomacy and tact.

Keeping the good will of the teachers within a department does not mean kowtowing to them or being swayed by their every whim. The head would soon be in the position of Aesop's old man and his son, who tried to please everybody, pleased nobody, and finally themselves fell into the stream. Sometimes it is necessary to take a firm but unpopular stand, but these situations are relatively few. Ordinarily I never make a decision of any importance that touches the work of the department

without a consultation with the whole staff. Their recommendations and suggestions are carefully considered and usually passed on to the principal, the director of secondary education, and perhaps the superintendent.

There were twenty-two college diplomas among the ten English teachers—three of them men—of whom I was appointed leader, including two M.A.'s of my own, one in subject matter and another in pedagogy. Four members had had intensive training in special phases of English work: speech correction, public speaking, journalism, and drama.

I had worked with most of these teachers for several years, having been promoted from the ranks upon the resignation of the former head. I knew the personalities involved and most of their preferences and pet aversions. With this group of highly trained specialists I felt that we could accomplish much if we worked together. I still think so, although the war has revolutionized our teaching program and has taken for the duration some of our most valuable faculty members.

Our planning together has involved two phases: (1) classroom procedures and (2) professional growth and guidance. Both have as their primary aim the good of the boys and girls and as a secondary object the maximum usefulness and personal satisfaction of the teacher.

The first procedure that we planned was a better speech campaign. We compiled a list of the most objectionable errors made by our pupils and tabulated them according to frequencies. This list we mimeographed, emphasizing the correct forms, and placed it in the hands of every pupil

EDITOR'S NOTE: *One of our standing invitations to contributors is for articles in which they write frankly and realistically about their personal or professional problems. This is such an article. It also reports on a number of projects which the author's department has initiated in the school. Miss Royster is head of the English department of Reitz High School, Evansville, Ind.*

enrolled in an English course. We enlisted the help of teachers in other departments to drive the lesson home. Placards bearing such slogans as

*Say: Where is he? instead of
Where is he at?*

appeared in every classroom.

Hoping to forestall some of our difficulties, we sent copies of our black list to teachers of English in the grammar grades, suggesting that attention be called to the eradication of these errors and others before the pupils come to high school. Every year we have repeated this campaign in a modified form, and we feel that not all our efforts have been in vain. Many pupils have really improved their speech.

In collaboration with the commercial department, we engineered a similar drive the second semester for better spelling. Teachers from all departments were invited to turn in lists of their familiar demons. More than half of them did. Omitting most technical terms, which we felt could best be taught in the departments where they were used, we launched a campaign, this time through the homerooms. Pupils making perfect spelling scores were excused from further study and were given honor certificates. The laggards were given further drill.

"He's nineteen years old and can't read," was one teacher's objection to a strapping football star. "What can we do with him? He hands in papers that his sister writes. I can read them, but he can't. He's the worst one, but there are others almost as bad."

Of course I had known all along that we needed to attack the problem of remedial reading in a more systematic way. We had discussed it often, but each teacher had gone about it in her own fashion. Again I sought counsel of the department, and a special course in remedial reading was born.

We reviewed all available texts and supplementary material and chose what we

thought best adapted to our own pupils' needs. The first semester I taught the remedial work myself, for I always want to know the problems and the content peculiar to a course, so that I may advise and help others.

The problems were multiple. Few readers were so bad as John, the football lad, but many could be benefited by taking the remedial class for credit instead of one of the required English courses. Following the theory of individual differences, we seek to help each backward reader attain his own maximum skill of speed and comprehension. The President, the Army, and the Navy, all of whom have criticized the schools for failure to teach recruits to read, should thank us for at least trying to bring our boys and girls up to or beyond the national sixth-grade level.

What of the brilliant pupil, the most neglected person in the high school? The English department has thought of him, too. In a world hard pressed by war, we realize that there is much lost motion in education, so we are beginning this year to sort out the college bound in the freshman year and to place them, along with other potential leaders, in an enriched course. This course covers much drill on the fundamentals of correct speech and writing and a widely expanded study of literature, with emphasis on the world of today as well as on the world of yesterday.

For upperclassmen we are offering two stiff composition courses, one for the college preparatory pupil and the other for the commercial pupil preparing for office work. As a result of conferences between department heads and college professors, emphasis in the one is on organization of material, preparation of long themes, note-taking, and correctness of spelling, grammar, and sentence structure. The other course stresses concise and effective letter writing, filing, filling out blanks and questionnaires, and other practical exercises in addition to the fundamentals.

Literature courses, both English and American, are strongly recommended for all who can profit by them, and drama and journalism for groups with these special interests.

Ours has been a process of continuous curriculum building and revision not only within our own department but with the collaboration of the whole Evansville system. One of the more recent offerings to which our department has contributed is a bulletin of recommendations for the teaching of English in wartime,¹ prepared by the Evansville Committee on English, of which I have been chairman for two years.

The reader, if he has survived until now, may be wondering, "What does she do as an individual? Does she throw all the responsibility on the shoulders of others?" I shall therefore mention a few examples of professional guidance that I have found reasonably successful.

Every department must and should have meetings, but I have tried to hold the number to a minimum and to call them only when something important is to be considered. We were a group of convention goers before travel became difficult and unpatriotic, and we brought back all the ideas we could and pooled them at our meetings. Of the practical problems discussed I have already spoken.

Sometimes we meet in small groups—perhaps of all teachers teaching a certain course or concerned with a specific problem, like the choice of textbooks. We occasionally meet socially, although we have done this less since the war. More often I prepare bulletins and personal letters which convey information to the English teachers without the necessity of a meeting.

Yes, I visit classes, making the rounds by courses, not by teachers, at least twice a semester, preferably near the beginning

and near the end. I do not sit as a stony-faced critic in the back of the room, but because I have traveled more than the average person and because I know all the courses except the more specialized ones, I am often asked questions or invited to participate in some activity that brings me nearer to pupils and teacher.

A new teacher I visit often, trying to help her get adjusted and offering her all the aids at my command. Frequently I volunteer to substitute in English classes when the teacher is absent. When the principal asks me in the spring about Miss Blank's rating, I have more to say than he can possibly write down—and usually it is complimentary.

I plan teacher programs. Gone are the days when some faculty member gets into a rut with five classes of the same course or when I hear, "For Heaven's sake, don't give me freshmen!" We share and share alike the desirable and the undesirable within our department. Any teacher may be called on at any time to teach any courses for which she is prepared. I try to preserve the balance from one semester to another, so that a teacher with a heavy program one term will have a lighter one the next. With our staggered time schedule, I also watch sharply that no one gets a lengthened or a shortened day more often than others. Variety is still the spice of life, and a teacher needs some of it in order to grow professionally. Teaching identical courses semester after semester is deadening.

Acting as adviser to all pupils who are in doubt about what English courses to choose is another self-imposed duty. If neither homeroom sponsor nor pupil can decide, I cut the knot. Because I persistently teach every course in the department except the purely specialized ones at least once in every two years, I am in a position to offer such counsel.

I plan visits for English teachers to the other high schools of the city, investigating

¹ This booklet, *Recommendations of the Committee on English for Meeting the Needs of the War*, may be obtained from the Office of Public Schools, Evansville, Indiana. Price, 20 cents.

beforehand the observations that may be of most benefit to the individual. I serve on the play reading and play casting committees for every public performance sponsored by the English department, and arrange a program whereby we other teachers relieve the dramatic director of a production for a week of school time while she prepares a play.

I check textbook orders for dealers, procure necessary textbooks, supplementary books, and courses of study for teachers, and have them ready for distribution when they are needed. I serve on various state and local committees involving many phases of English work. All these duties, plus many others, may seem mere routine activities, but added together they constitute a full-time job.

Our department is struggling as never before to meet the needs of the present, to anticipate those of the future, and at the same time to preserve the priceless heritage of the past. With our upperclassmen dropping out by dozens before graduation because of the Army, the Navy, and wartime industry, and with many of our freshmen and sophomores employed part time, with hundreds of homes where parental supervision is practically non-existent because of employed mothers and swing-shift fathers, we feel that our problems change al-

most daily. All we can do is try to meet them. At least we are trying.

The department head, as I have tried to show in this article, occupies a unique position in that he stands midway between the teacher and the administrator. He has one foot in the classroom and a toe of the other one inside the office door. He is the intermediary between the higher-ups and the teachers and pupils under his supervision.

Always should he be on the alert for what is new and helpful in education, and should set an example of thorough scholarship, efficiency, and professional interest, like Chaucer's Parson, who "taughte but first he folwed it himselfe". He needs tact, human sympathy, and understanding as well as a wide knowledge of books within his own and related fields. I have never met the ideal department head, and I realize that my shortcomings are legion.

In the retrenchment program that is almost sure to follow the war, there will probably be another hue and cry about eliminating heads of departments, for many who do not understand their work consider them useless. This procedure should be avoided if possible and steps should be taken now to avert it, for it would indeed be a crippling blow to the functioning of any modern high school.



Study Hall: "The Look" and a Notebook

In the study hall, unfortunately, we cannot start the period with zip, and zoom through until the closing bell, but there are tricks to this study-hall business, too. . . .

Never, never say an unnecessary word. Cultivate "the look". This is a steady, cool glance that has worked wonders in my own case. Quite by accident, I discovered that I could summon "the look" by giving the culprit a level glance and at the same time mentally picturing the various acts of violence I should like to commit.

"The look" also fills in when you cannot make up your mind instantly what you are going to do in a given situation. Stare while you think.

Another good trick is to carry a notebook with you and, when some minor offense is committed, pretend to write busily in it. This straightens things out beautifully, but don't ask me why, because I don't know. If you have ever watched a policeman make out a ticket while you sat behind the wheel wondering whether your name was on it, maybe you will understand.

If you speak rarely and then only the absolutely necessary words, you will keep the pupils wondering; and while wondering, they are very apt to conduct themselves properly. The fact that you are also wondering is your personal secret.—MARIE M. STEWART in *Business Education World*.

➤ SCHOOLS *for* VICTORY ➤

Department of ideas, plans and news
on the high schools' part in the war

Lend-Lease: What We Think

"Lend Lease to England" is the subject of the August poll report of the National Opinion Research Center, University of Denver. Following are a few broad facts covered, which may suggest the need of a classroom lesson or activity to social-studies teachers:

Of a typical American cross-section of civilian adults interviewed, 54% think we are getting something in return for the Lend-Lease materials we are sending to England; 28% think we are not getting anything in return; and 18% don't know.

Of all persons interviewed, 49% believe England should be paying us back more than she is; 37% are satisfied; and 14% "straddle the fence".

Suggestions on Popular Scrap Books for Overseas

The most popular item in the library of a U. S. Hospital for servicemen in India is a joke-and-cartoon book prepared by Junior Red Cross high-school pupils in San Francisco, Cal., reports *Junior Red Cross Bulletin*.

Convalescent servicemen and others swarmed about the book with such enthusiasm that in order to save it from being worn out too soon it had to be kept under lock and key part of the time. A Red Cross worker reports that we at home can't imagine the popularity of these joke books, and their significance in keeping homesick men in touch with American humor.

This suggests the need of more pupil projects for turning out such scrapbooks for the men overseas.

Recipe for action: Stacks of magazines that contain jokes and cartoons, which can be bought second-hand, if necessary, at low prices. Some discrimination in selecting items. A painstakingly neat job, as artistic as possible—for the Junior Red Cross rejects smudgy or second-rate work as harmful to the men's morale. The scrapbook must be stoutly bound, for heavy duty, and items must be pasted in solidly with library paste.

JRC officials state that joke-and-cartoon books can be improved by including some short stories, articles, crossword and word puzzles. Answers to puzzles *must be* pasted in on some later page.

\$50,000,000 School Lunch Fund to Extend Program

Congress has voted \$50,000,000 for the 1943-44 school lunch program, reports *Consumer's Guide*, Department of Agriculture publication, which asks "Will the children in your town receive their share?"

Hunger Quits School is a free booklet telling how to organize a program in your schools, which may be obtained from Food Distribution Administration, U. S. Department of Agriculture, Washington, D.C.

For further information on your immediate school lunch problems, write to the office of the Food Distribution Administration at the address nearest to you: 5 South Wabash Ave., Chicago; 821 Market St., San Francisco; 425 Wilson Bldg., Dallas; 150 Broadway, New York; 700 Old Colony Bldg., Des Moines; 1536 Welton St., Denver; Western Union Bldg., Atlanta.

Speech Dept. Does a Job on War Savings

The speech department was in charge of the entire War Savings Program of Great Falls, Mont., High School during the past school year. And judging by the final report of sales, these speech pupils must be tall talkers. Total sales to pupils alone during the past school year reached \$130,540.20 or \$112.17 per pupil.

About two-thirds of the pupils in high school were also wage earners and it became the function of the student War Savings Staff to protect pupil savings. Pupil speakers and faculty advisers helped the wage earners to plan their expenditures and savings so that they might build up reserves for further training and education. The speech classes provided speakers for radio programs, assembly and homeroom talks. Their speaking engagements totaled 617 during the school year.

"Facts About Our Allies": 8 English Lessons

A series of eight experimental lessons, called "Facts About Our Allies", was introduced in the

author's English classes at Queens' Vocational High School, Long Island City, N.Y., during the past school year, reports Samuel Beckoff in *High Points*. ("The war itself is the most challenging motivation for any lesson, be it in English, history, science, or in the shop.")

For the lesson on each of the 8 major United Nations, one or two one-act plays or short stories about its people, articles or sections of books on the nation, were read in class and discussed. Then something of the nation's history or contributions to the world, and the country's present-day standing, were considered.

Countries covered, and the introductory material used for each, were as follows:

CHINA: A one-act play, "The Thrice Promised Bride", by Cheng-Chin Hsuing.

THE NETHERLANDS: Paul De Kruif's story of Leeuwenhoek in *The Microbe Hunters*.

ENGLAND: "A Short Guide to Great Britain" (*Life*, Sept. 21, 1942, and *Reader's Digest*, Sept. 1942).

RUSSIA: One-act play, "The Boor", by Anton Chekov.

AUSTRALIA-NEW ZEALAND: Pages 75-79 of McGuire and Rogers' *The Growth of Democracy*, and Cecil Brown's "The Australians" (*Life*, June 8, 1942).

CANADA: Pages 71-74 of McGuire and Rogers' *The Growth of Democracy*.

THE FIGHTING FRENCH: Eve Curie's "Four Years in a Shed", about the Curies, from Compton and Nettels' *Conquests of Science*. (Reason, Eve Curie is an active advocate of the Fighting French.)

FREE POLAND: The story of Paderewski in Henderson's *Story Biographies*.

This adventure was, Mr. Beckoff believes, "an integral part of the whole war effort in the schools". The good points about each nation were emphasized, in keeping with the sensible advice in the U. S. Army's *Short Guide to Great Britain*: "It is militarily stupid to criticise your allies".

Schools Pool Bands

Eight San Antonio, Tex., secondary-school bands from Region 6 of the Texas Music Educators Association joined to form a 150-piece band for the General Kreuger Victory Concert in the San Antonio Auditorium. Admittance was through the purchase of a 25¢ war stamp or bond of any denomination.

Homemaking Classes Take Home-Front Action

Homemaking classes of Phoenix, Ariz., Union High School are not only studying wartime prob-

Distinguished-Services Citation

The editor is pleased to say that THE CLEARING HOUSE has been awarded a United States Treasury Department Citation for Distinguished Services in behalf of the Schools-at-War Program.

THE CLEARING HOUSE has offered its readers a regular, organized coverage of the schools' part in the war. This department, "Schools for Victory", was begun in our first issue after Pearl Harbor—the January 1942 issue, and it provides, in compact form, a wide variety of reports gathered from many sources. The department has been supplemented, of course, by numerous full-length articles.

lems on the home front, but are taking action on them, state Doris Harton and Beulah Wilson in *Junior Red Cross Journal*.

Pupils are urged to report to local OPA headquarters any violations of ceiling prices by merchants. In one resulting letter, two pupils wrote that they had paid 16 cents each for 2 cans of food on which the ceiling price was 11 cents. They reported the indignation of the proprietor when asked for his ceiling-price poster, and the reluctance with which he had refunded the overcharge in the end.

The school's homemaking department also sponsors a fat-collecting project that is speeding up the job locally. Many families have small amounts of fat which may become rancid before a full pound is accumulated for the butcher. Pupils are urged to bring any amount of fat to the food-management class, where it will be prepared and turned in. Tuesdays and Thursdays are fat-collection days.

Billboard Pictorial Chart for War Savings Contest

Strong impetus to the spring war bond and stamp drive at Kern County Union High School, Bakersfield, Cal., was the huge 8-by-12-foot wooden sign, upon which were simulated four black cannon, one for each of the four classes.

These cannon shot red shells toward a powder keg upon which were seated Hitler, Mussolini and Hirohito. The amount of bond and stamp sales

(Continued on next page)

SCHOOLS FOR VICTORY (Continued)

determined the advance of the bombs toward their objective, and the winning class was the first one to reach the \$2,000 goal. The school shop classes constructed the sign and art pupils did the cartooning and lettering of the sign.

Five Timely New Public Affairs Pamphlets

New pamphlets on wartime and post-war problems, issued by the Public Affairs Committee, include the following:

Freedom from Want: A World Goal tackles the fact that two-thirds of the world's population is in want even in normal times, and explains some things that can be done about it.

Rebuilding Europe—After Victory predicts that Europe can be rebuilt in 5 years, and discusses the problems involved.

The Kitchen in War Production contains basic information on obtaining adequate and healthful diets under wartime restrictions.

Women at Work in Wartime explains the fields in which women are urgently needed, and the various community problems created by the situation.

The Airplane and Tomorrow's World discusses future commercial developments and the relation of air power to permanent peace.

The Public Affairs Committee's popular, factual, ten-cent pamphlets are distributed to Teachers Colleges and secondary schools by Silver Burdett Co., New York City.

Classroom Materials on Our Ally, China

Materials on China for use in social-studies and current-events classes, and assembly programs, were offered experimentally by United China Relief, Inc., to schools in 10 states during the previous school year. Response was so satisfactory that the materials are now offered to schools in all states.

"China—First to Fight" is a 16mm sound film which may be borrowed by schools, which pay only the shipping charges.

Other materials include pamphlets, posters, maps, books, pictures, bibliographies of books and articles on China, data on available Chinese films, and records of Chinese songs and music. Two outline studies, prepared for elementary-school and high-school use, are available. Much of this material is free.

For information and free materials, write to

United China Relief, 1790 Broadway, New York City.

High School Plane Sees Action

To the pupils at Union-Endicott High School, Endicott, N.Y., belong the spoils of three Japanese bombers and one fighter that were shot down over New Guinea. The enemy planes were bagged by the "Endicott Special", one of three Airacobra fighter planes "bought" for the Government through the pupils' purchases of war bonds and stamps.

The campaign to buy and name a fighter plane for the Army Air Forces was conducted by the staff of the school newspaper, *The Tiger*, under the leadership of George Forbes, director of the school's Victory Corps. The success of the drive proved contagious to the pupils of the eight other schools in the system, who added \$157,000 to the \$124,000 invested by Union-Endicott boys and girls.

Endicott pupils have nearly completed the "purchase" of a fourth plane through savings out of summer holiday earnings. They are inspired not only by the press reports of the "Special's" successful maiden flight, but by a letter they've received from the pilot and crew chief of a second Endicott plane in New Guinea. The Army men wrote:

"Your plane came to our squadron a short time ago. We have christened her the 'Fighting Tigress' . . . she has already flown combat missions and has proved worthy of her name. . . . We realize that your personal satisfaction far overshadows any praise or thanks the personnel who fly and maintain this plane extend to you."

Denton Got \$2,500 Worth of Lunch Food for \$125

Next summer you may want to shoot at the record set in the community School Lunch-Victory Garden project of the Denton, Tex., Public Schools, as reported by H. T. Musselman in *The Texas Outlook*.

R. C. Patterson, superintendent of schools, obtained \$125 for the program when each of the 5 local PTA groups donated \$25. And for that modest outlay, the Denton school-lunch system received about 8,000 cans (or pounds) of vegetables. The cost in terms of money was about 1½ cents a can. And plenty of blue stamps have been saved.

The project was concentrated on producing and canning 4 kinds of vegetables, with the following results: about 4,000 cans of tomatoes, 2,500 cans of

green beans, 1,500 cans of peas, and 2,000 pounds of dried peas. Why so few kinds? A survey of what pupils bought in the school cafeterias dictated what to plant and how much of each kind.

Here's a running story of events:

A local doctor donated 5 acres of land—covered with Johnson grass. A tough job—but the pupils tackled it and cleared the land. Some old posts and wire were borrowed from a farmer, and the pupils fenced the 5 acres.

The 5,000 tomato plants needed would have cost about \$100—so the agriculture teacher grew them in his own yard at small cost. The pea and bean seeds were bought.

And then the community pitched in. For planting, cultivation, and picking, there was the enthusiastic labor of the Victory Corps, the parents, the school principals, and the janitors.

To help in financing the project, the schools ran a cold-drink concession at USO dances for soldiers in the school gymnasium. The profits more than paid all of the expenses of the lunch-garden project, so that the schools have their original PTA gift of \$125 to use next summer.

The cans in which the food was put up cost nothing. When the local WPA center was being closed, Superintendent Patterson was thoughtful enough to take over its supply of cans for some future school use.

The Denton school cafeterias thus got food that at current prices would cost about \$2,500. And, says Mr. Musselman, all concerned are happy over what was accomplished—but only half as happy as they would be if they had planted 10 acres!

School Builds and Equips a Mobile Canteen

A fully-equipped mobile kitchen unit or canteen was financed and built for the American Red Cross by pupils of Geneva, N.Y., High School, states Jean Hart in *Junior Red Cross Journal*.

The student council studied the problem, and decided that the pupils "could tackle this large order". The four committees appointed dealt with these phases of the project: finance, construction, chassis, and equipment.

The finance committee went to work raising money in school and community. Its collections kept up with the flow of bills.

The chassis committee searched the community, and found a man who had a complete suitable chassis which he would contribute.

The entire construction committee went to Ithaca to see a mobile canteen at Cornell University. They measured and examined everything about it. And

Report to Us

Readers are requested to submit reports on what is being done or planned in their schools to back the nation's war effort—activities, classroom instruction, administrative procedures, etc. We welcome letters, mimeographed materials, school bulletins, short articles of 100 to 600 words, and full-length articles up to 2,500 words on this subject. We shall undertake to publish or abstract the ideas and reports that would be of interest to other schools. Send to Forrest E. Long, Editor, THE CLEARING HOUSE, 207 Fourth Ave., New York, N.Y.

then began the work of construction in the wood-working shop.

The equipment committee dealt with the long lists of needed equipment, and saw that it was assembled on time.

One or more faculty members worked with each committee. To avoid confusion in the divided work, there was a coordinator to supervise all branches of the actual labor, and a student chairman to run all meetings and head all committee activities. Help from outside the school included gifts of money by local organizations; equipment and labor donated by a specialist, and labor contributed by an appliance firm.

Jasper Jeep Tribe Increases to 17 in 4 Months

When "Jasper Jeep" made the headlines last November in the school paper of Wilson High School in Dallas, Tex., he little realized how his fame would grow. It all began when the editorial staff of the *Woodrow Wilson News* launched a War Savings campaign around the "purchase" of a jeep—of "Jasper Jeep", to be specific. Their publicity campaign was so successful and Jasper's popularity assumed such proportions that sales were almost four times as much as needed for one jeep. Not to be outdone, the editors announced a Jeep family to include Jasper, Josephine, Jackson, and "half a Joe".

By that time the jeep craze was on, and Woodrow Wilson pupils continued to add to the jeep family until there were nineteen J. Jeeps after less than four months of sales. The only problem was finding enough names beginning with J to keep the Jeep family tradition in line.

Student Activities in a JAPANESE Relocation High School

By ARTHUR G. RAMEY

THEY MAY CALL this a high school but it will never be like the high school we know. It can't compare with good, old Sacramento High, Tacoma High, Seattle, Modesto, Kent, and all the rest of the 110 schools from which we came." These young Americans of Japanese ancestry may not have said it exactly in these words, but you could see it on their faces; you could sense it in the spirit of the school. Or, we should say, lack of spirit, for school spirit was non-existent.

All those enjoyable school activities—interscholastic sports, assemblies, clubs, socials, and so on—had been suddenly cut off. It is no wonder they came to these barren tar-paper barracks of the Tule Lake Relocation Center school with glum faces and dark forebodings. The affection and loyalty they had developed for their former high schools made the adjustment here doubly difficult.

There were other reasons also for their depressed spirits, stemming from the evacuation and relocation center life. These things the school could not do very much

about directly. But the teachers and administrators did earnestly want to make the high school as good a substitute for the former schools as possible. They wanted the spirit of the American high school as well as its curriculum. They realized that without it they would fail in one of their most important objectives, that of teaching the American way of life.

It was no easy task. Handicaps in physical equipment, psychological barriers, restrictive regulations, inadequate personnel, and even the weather, combined to make the job more difficult.

We shall never forget the first school assembly held soon after school opened in September. It was a "pep" rally to build school morale.

The 2200 pupils gathered around a raised platform in the center of the school block. (The high school occupied one block of barracks in this barracks city of 15,000 people.) The wind blew; the fine dust from this dry lake bottom filled the children's eyes. They listened to speeches, mostly by administrators, as a student government had not been organized; they sang songs; they gave some yells led by one of the assistant teachers—all without enthusiasm.

School spirit, if changed in any way, was lower than ever.

On the next attempt, there was some improvement. A temporary student government had been organized. The rally had a student chairman, some student talent, even an appointed yell leader. But the dust blew again, and the audience did not seem greatly moved by this second injection of school spirit.

From the very first day of school, how-

EDITOR'S NOTE: When Tule Lake Relocation Center High School was opened there was no vestige of school spirit. Something had to be done for the depressed young Japanese at once. How the answer was found in a program of club activities and a student council is told in this article. The author was supervisor of teacher training in the school, which is located at Tulelake, Cal., during its first year. He is now vocational coordinator at University High School, Los Angeles, Cal.

ever, a few members of the faculty had been working energetically to start certain key activities. One teacher was meeting with the temporary student council, a representative from each homeroom to write a school constitution.

Another teacher had gathered together some budding journalists and wasted little time in issuing a mimeographed school paper. The music teachers were preparing a band, orchestra, and glee clubs for public performances. These were the activities that began to create a better medium for the growth of school spirit.

A club program is ordinarily developed most soundly through a slow period of growth. We did not want to wait for that. We decided to experiment with a sudden launching. We gave all pupils a questionnaire containing a long list of clubs, with instructions to check the ones they would like to join. Teachers were also asked to indicate which clubs they would be interested in sponsoring.

On the basis of these results a list of proposed clubs was issued. Then a club sign-up period was held the last period of the day. Most of the pupils went home.

But those who did stay were real enthusiasts, and they and the teacher sponsors persisted. As the programs developed and were pushed with plenty of publicity, the clubs gained strength, and by the second quarter twenty-eight active clubs with over 450 members were functioning on the Tri-State campus.

That name alone, Tri-State High School, did much to improve the attitude toward the school. Compare that name with Tule Lake Relocation Center High School! The new name came as a result of a vote on names submitted by the pupils. It represents the three states from which they came—Washington, Oregon, and California.

The pupils also chose their colors, blue and gold, and their symbol, the Golden Eagle. It did not take long after this for school songs and yells to be written, and

for pep rallies to generate a little pep.

The greatest handicap was in the field of sports. There was no gymnasium, unsuitable weather much of the time for playing outdoors, shortage of equipment, and insufficient trained leadership. However, the most serious drawback was the lack of any opportunity for inter-scholastic competition.

To most American high-school youth, whether they be participants or rooters, the games with other schools are high points of their school career. The songs and yells and rallies all relate to that phase of school life; school loyalty is built around it. But that was one gap we could not fill. Interclass games were played, a school track meet was held, ribbons and cups were awarded, but the essential ingredient was lacking.

The establishment of a well-organized student government played a vital role in the life of the school. The constitution, written by representatives from each homeroom and adopted by vote of the student body, was an excellent one. It embraced the experience of pupils and teachers from many different schools. The first officers under the new constitution were installed in January.

The limited participation in student leadership allowed to these Japanese-Americans in their former high schools was expected to be a handicap in the smooth functioning of the student government. This undoubtedly did have a bearing on the initial apathy of the mass of the students toward school issues and the backwardness of the large majority in taking any active part in the school government.

However, most of us were surprised at the initiative, responsibility, and capability of the first officers. There were not as many experienced leaders as in the average American high school of this size, but what these young people lacked in experience they made up for in zeal and hard work.

The high point of the year in school-

wide pupil activity was a carnival which took place in May. Under the leadership of the student council, forty-four groups—clubs, homerooms and classes—swung into action to enter concessions and booths.

There was everything from dart throwing to a dog show, from a band concert to a magic show, from waffles to stuffed dates. "Let's go Hawaiian" was the theme for the affair, and crepe paper leis were a decorative feature of the day. Not even a steady downpour of rain the whole afternoon and evening dimmed the gayety of the occasion. Booths were moved inside the school rooms, and pupils ducked in and out of buildings with little regard for the dampness.

This carnival demonstrated in a clear and unmistakable way the value of pupils working enthusiastically together in a common enterprise. Group ties were strengthened, new leaders were discovered, the base for student participation in school activities was greatly widened, and from that day on there was little doubt that school spirit existed at Tri-State High School.

The conclusion should not be drawn that extracurricular activities were emphasized at the expense of the regular curriculum, as this article is only intended to describe the former. The seriousness with which parents and most of the pupils viewed the work in the classroom would

preclude neglect of that phase of school. It should be noted that our purpose was to fuse the activity program with the curriculum, to make it, in fact, co-curricular.

We cannot say that we succeeded in creating a completely satisfying substitute for the high school back home, although we did make life a good deal more pleasant and school more enjoyable for these evacueé pupils. From the educational standpoint, however, we are convinced that the program of student activities was of great value. It provided many opportunities for democratic group planning and decision, and it fostered the development of leadership.

Probably in these respects the pupils have gained from life in a relocation center. They have also received personal enrichment in special interest groups, social adjustment from the various meetings and parties, and have learned the value of service to the school and community. Through the activities program the pupils were better able to preserve the customs, the attitudes, even the "lingo" of American high-school youth.

All of these experiences help to cement their loyalty to the United States, and will make easier the adjustment to future schooling, jobs, and social life in normal American communities.



Home Visits Reduce Failures

Our special guidance project for this year is the reduction in the number of failures in Suffolk, Va., High School, a problem upon which Principal Harry has done quite a bit of research work.

After the first six-weeks' report period, each teacher fills out a form, listing her class failures and the possible cause for low grades. The counselor assembles these reports, from them lists those pupils who have failed two or more classes, and visits the homes of each of these pupils in an attempt to get the cooperation of parents in trying to prevent a repetition of this difficulty. This is followed by a conference with pupils individually, followed by a teacher-pupil conference.

Out of over fifty pupils whose homes were visited after the first report period, only sixteen failed to pass some or all of those classes during the next six-week period. Contacts were made with parents of these sixteen pupils by telephone before the next reports were due.

Parents and pupils seem to appreciate this attention. We feel that it is really accomplishing something and is well worth the effort. (A bicycle is used for making these visits.) After checking on the term grades, we find a decided improvement throughout the high school in number of classes passed.—IRMA H. HURFF in *Virginia Journal of Education*.

EARLY *in* SEPTEMBER

The new teacher from a small town kept
eyes and ears open at the first meeting

By JOSEPHINE FRISBIE

AS SHE SLIPPED into a seat in the back of the auditorium, Gen Knowles had an instant of panic. What if this were not the place? What if this were not the time? What if all these people who looked so efficient—

She opened her purse and read the mimeographed announcement that she already knew by heart: "A general meeting of all teachers of the city will be held at nine o'clock in the morning on Saturday, September 4, at Sellers High School."

Gen glanced around the auditorium. There, high up, in the plastering over the center of the stage were the reassuring letters SHS, interlocked to form a kind of coat of arms.

Gen wished fervently that she had not worn her new wool suit. One never knew this time of year. But, when you went to a new place to teach you needed all the support clothes could give you. Right now she felt as though they were giving her a little too much.

The side doors of the auditorium were open, and she could see heat waves beginning to rise from the sidewalk. A bright blue sky promised one of those relentless days that early fall in the Middle West often brings.



EDITOR'S NOTE: *Gen had come up from a small-town high school. And she got goose pimples as she thought of the confidence and efficiency of the big-city teachers around her. This city teachers' meeting was like a state teachers' convention. Miss Frisbie teaches in Central High School, Omaha, Neb.*

Teachers' meetings in Lenville had never been like this. There they had all met in the school library and gone early to gossip and catch up on the news. Until then you never really knew things like whether Gussie Matro had actually been fired or whether Sam Frolic was really engaged. You knew everyone, or almost everyone. It didn't take long to get acquainted with the few newcomers there were. Usually, you knew all about them before they got there. This meeting was different. It was more like the state teachers' convention.

There were only a few people in the auditorium as yet. Most of them were standing in groups outside the door talking and laughing. It was a warm sort of sound, the sound of people talking who knew each other.

They started coming in, smiling and nodding, sometimes leaning over to shake hands with others already seated.

"Have a nice summer?" they all were asking each other. Then there was more nodding and smiling. One of them asked, "Have you had a pleasant summer?" Gen wondered. She must be an English teacher.

"This year you *must* get over to see me," one woman was saying cordially to another she met in the aisle.

The goose pimples stood out on Gen's arms. She shivered. Not from the cold of the room because it was steadily getting hotter, but because she read in their faces a kind of confidence and efficiency that froze her very being. She would hesitate even to walk down the aisle in front of all these people. They knew everything; they knew everything. Some of them must teach in Henry

Clay High School where she had been assigned. She wondered which ones.

The wiry little man who had been running around adjusting windows was standing in the aisle down near the front. At first, Gen had thought he was a janitor, but when he shook hands with every man and some of the women who came down the aisle, she decided she must be wrong. Maybe he was a principal.

She had seen people before who had that same technique for shaking hands. First, he grabbed the man's hand. Then he supported the man's arm with his own left hand and shook as hard as he could.

Someone was sitting down beside Gen. A gray-haired woman with a twinkle in her eye nodded pleasantly when Gen looked up.

"Where do you teach?" the former asked after she had looked around the auditorium and nodded to people here and there.

"I'm new," said Gen weakly, feeling that the fact was obvious. "I've been assigned to Henry Clay."

The woman stiffened and her eyes lost their twinkle for an instant.

"High school?"

Gen nodded.

"I teach in Guthrie Elementary," the woman said. "I'm Mrs. Costo."

"Principal?"

It seemed to Gen that this woman looked just the way a principal should.

The woman laughed.

"No, just a teacher. They told me once that if I ever learned to keep my mouth shut—" she smiled at the memory. Gen looked at her in surprise.

"Oh, they didn't say it in just those words," she explained, "but that's what they meant. They know I don't have any use for these pussyfooters." Her eyes followed the little man still shaking hands with people in the aisle.

"But don't pay any attention to me," she went on. "It's a pretty good place to teach. You'll like it, or at least you'll get used

to it after you've been here a while."

Two men had sat down on the other side of Gen.

"Yes, it turned out pretty good," one of them was saying. "I planted my potatoes just the way I always have and not nine inches apart the way those fellows down at ag college recommended. I've grown a garden for years and if they think—" his voice trailed off as he discovered the man next to him was not listening.

"There's the new principal of Waters Elementary spilling all over people," the latter said. "He doesn't know any more about being a grade school principal than my little finger. Doggone good salary, too."

The other man looked at the clock.

"I wonder what big bugs will be on the stage this morning," he said.

Gen began to feel more confused than ever. These people were certainly frank. Now, back in Lenville—

Everyone in the row was getting up to let through a big, jovial woman dressed in white.

"Well, if it isn't Smiling Susie," a woman said, picking up something of the newcomer's joviality. "And they tell me you went and done it. When do we get to meet him?"

The whole row laughed, and the woman in white blushed a little and laughed too.

Just then the curtain went up. On one side of the platform was a big wicker basket filled with pink and white flowers. In front of the gold curtain two men were seated. One, a well-tailored looking individual, sat with his legs crossed, blinking at the lights. The other, too fat for such comfort, rested a white hand on each knee. His bald head shone in the light. His first chin nestled down over his second. He looked out benignly over the fast-filling auditorium. The other man leaned toward him and said something behind a piece of white paper. They both laughed.

Mrs. Costo ironed out her gloves on her knee and sat back. She looked around im-

patiently at the people still coming in.

"That's the superintendent on the left. The other fellow is one of the city fathers."

"Is he a good superintendent?" Gen asked quickly and then wished she hadn't.

Mrs. Costo grinned. "I like him. He lets me alone. And that's all I ask of any superintendent."

Everyone rose as the organ began the first strains of *The Star Spangled Banner*. Well, thought Gen, at least their voices sounded enthusiastic.

The superintendent came to the front of the platform and adjusted the microphone. The nervous chatter had died down. There was some announcement Gen could not hear because of the people still crowding the aisles. Then the other man rose.

"I am proud to have the privilege," he said, putting one hand in his pocket, "of welcoming this fine-looking group of educators." The first ten rows laughed self-consciously. The man rubbed his hands together and smiled. Gen leaned over and picked up one of Mrs. Costo's gloves that had slipped to the floor.

"We are glad to see you returning to continue your great work of training leaders and responsible citizens."

"How much salary do you suppose that guy gets?" one of the men next to Gen asked.

"... the freedom that they do not have in many countries of the world, I might say in any country of the world." He stopped a minute to let the audience digest what he had said. "The protection of those individual rights so dear to we Americans! I can say with complete confidence as I look out into the faces of this fine group—" he glanced up to the last row of the balcony, "that we cannot do better than to entrust our young people into your capable hands."

He sat down to the accompaniment of polite applause and patted the top of his bald head with a snow-white handkerchief.

"One good thing about *him*," Mrs. Costo

said. "He never talks so very long."

The other man came to the edge of the platform and cleared his throat.

"First," he said, "I want to thank the grade-school principals for these beautiful flowers. If it were not so uncomplimentary to our last speaker, who has given us such a fine welcome, I might add that they lend the necessary decorative note to the appearance of the platform this morning."

The man beside Gen chuckled. "You don't have a chance," he said, "when that man's on the platform."

The speaker took advantage of the applause to look down at his notes. He glanced up at the clock and then at the audience.

"In exactly forty-five minutes," he said, "I can promise that you will be out of this auditorium."

This was different from Lenville. When Mr. Glover, the superintendent there, got started talking—

The speaker took a breath.

"May I begin by hoping that you all are coming back refreshed after a pleasant and profitable summer."

A woman in a blue dress just in front of Gen began reading a letter someone had passed down the row.

"We know the salaries we are able to offer you are not commensurate with the service you have been rendering—"

A man got up and gave his seat to a woman who was wandering down the aisle looking for one.

"No salaries could." The superintendent spoke soberly, slowly. "Last year was hard. This year will be harder."

Gen could scarcely believe that this was the same chattering crowd that a few minutes before had been flinging questions at each other. Their faces were quite without expression now. They looked like people waiting for a train in a railway station at midnight.

The superintendent pulled his shirt cuffs down carefully. The woman reading the

letter, suddenly conscious of the silence, looked up and then went back to her letter.

"Many of our boys are in the service. Many more will be going. Others will be working. We must make every adjustment we can to further the war effort. Perhaps you might like to know about some of the adjustments and plans already under way."

In Lenville the teachers were usually the last ones to hear. Mrs. Costo thrust a folded piece of paper into Gen's hands.

"No," she whispered. Gen had started to unfold it. "She wants it passed on down the row."

When it had reached the woman in the last seat, she looked past Gen and nodded and smiled.

"I'll meet you at the south door right after the meeting," she mouthed. All the row watched them and leaned back politely so they could see each other.

"But even so," the superintendent was saying, "we all know that if anyone wants a thing done well, he asks the teachers."

He turned and bowed as the other man on the stage applauded. The audience picked up the applause. A woman behind Gen was clapping long and hard.

"What did he say?" she asked her neigh-

bor. "I didn't hear a word of that."

It was like a Bach fugue, Gen thought suddenly. The main theme on the stage and all the little voices sounding lesser themes all over the auditorium. Was it so different from any other audience, she wondered. Was it so different from Lenville?

Marvel of marvels! The man was keeping his promise. Just as the clock ticked off the forty-fifth minute he sat down. Everyone in the audience glanced at the clock. The applause was loud. Gen wondered whether it was for his speech or for the exactitude with which he had kept his promise.

Outside there was no horizon but the tops of buildings, buildings wedged in tight against the sidewalk. There was the smell of hot pavement and streetcars. A fire truck with its siren wide open clanged by. One or two people in the group talking on the steps looked up but with no particular interest. That would never have happened in Lenville.

Gen decided to eat before she went home to put on something cooler. Her heels stuck into the soft pavement as she crossed the street. She stopped at a hamburger stand on the corner for lunch. It smelled of onions.



Waste in Our Schools

Three of the biggest sources of waste of school funds in Texas are as follows:

Purchasing Supplies and Equipment. Only a few of the school districts in Texas are large enough to purchase equipment and teaching supplies on a large scale, thereby effecting economies. It would be next to impossible to estimate how much money is wasted on this phase of our school work. Salesmen often sell to school trustees useless equipment at exorbitant prices; and more than 90 per cent of our school districts are so small that all supplies are purchased in small quantities at high prices.

Insurance. We are paying to the insurance companies a little more than a million dollars annually for this item. The losses run about one-fourth of this amount. The state could handle this with a

saving to the schools of approximately \$700,000 each year. At least two states are doing this, effecting a great saving to their schools.

Schoolhouses. This is probably one of the largest sources of waste. Since each school district can do as it pleases in this matter, many thousands or even millions of dollars are spent annually for worthless and unnecessary buildings. Many school districts mortgage all their local tax revenue for buildings which are entirely out of proportion to their needs. Many school districts spend their funds for gymnasiums and athletic fields, and then pay their teachers pitifully low salaries. The cost of maintaining thousands of unnecessary buildings runs into large amounts.—W. L. HUGHES in *Texas Outlook*.

Things I've Learned from

*They give me lessons
in character building*

MY PUPILS

By R. ELIZABETH REYNOLDS

SOMETIMES I WONDER if Shakespeare ever taught school. Hardly a day passes that I do not think of his remark about sermons in stones and good in everything.

My pupils are certainly not stones, but surely they have taught me far more lessons than I have taught them. I refer, of course, to lessons in that elusive subject called character building, the subject that we teachers are admonished to administer in unsuspecting doses throughout the school day and set an example for all the remainder of the time.

From Frank I learned humility, although I have not yet mastered the art to such a fine degree as he had when he was only sixteen years old.

Frank is by far the most brilliant pupil I have ever tried to teach. All of the time he was in my class I felt that I was not informing him about a thing he did not already know, but never by look or deed did he show that he felt so, too. Nor was his attitude toward his classmates one of superiority. When it was especially hard for Mary or John to understand a simple form in grammar, Frank sat patiently through the explanation and refrained from giving

one of those "Oh, my gosh, how dumb!" looks.

Melba showed me just what it means to know what one wants out of life and to be satisfied with one's decision. Several summers ago when she went to New York City with her dancing teacher, she was fortunate in securing as her first job a two weeks' engagement as a specialty dancer at the Roxy theater. When the engagement was over, her agent wanted her to remain in the east, assuring her that he could easily book her for a year. But Melba refused to give up her last year in high school even for a career on Broadway.

Noting the expressions on her face as she received applause for dancing on an assembly program during Senior week and, later, for her salutatory address on the Class Day program, I realized that the ovation given her by her classmates and friends was sweeter to Melba's ears than the acclaim of the Great White Way.

She did not even return to the big city the following summer to try for fame. Instead she remained at home and made preparations for attending college. She is now happily working her way through one of our state schools. Soon she will be making her living as a teacher of physical education.

Melba is not the only pupil who has given me such a lesson. One fall when a splendid road show was playing at the state fair in a nearby city, one of the specialty dancers left the company. Patty Ann, who was recommended by her dancing teacher, proved so successful in learning the routines that she was asked to accompany the

EDITOR'S NOTE: *This is the story of Frank and Melba and other pupils in the author's classes "who have taught me far more lessons than I have taught them". Miss Reynolds knows a lot about her pupils as people and has been writing about them in the educational journals for several years. She teaches English in Sapulpa, Okla., High School.*

troup for a month, until the close of its fair engagements.

By the end of that time, the manager of the company was so pleased with her work that he urged Patty Ann to go to New York with the company. But making up work in junior college was more important to her than making a hit on Broadway, so she came home. She, too, is content with her choice. In both cases the girls' parents allowed them to make their own decisions.

From Jim and Joe I learned thoughtfulness for others. During the first week of school one's time is far more taken up with reports than with pupils, as every teacher knows. I had not observed that David, who was seated in the back of the room because his last name began with W, did not hear well. One morning before class began, Jim and Joe quietly told me that David was hard of hearing, that he had been away to school and could talk "like this", and they made motions with their hands.

"Why didn't he tell me?" I asked.

"Oh, he's timid," both boys replied at once.

Now David has a front seat and whenever he asks to have a statement repeated, the members of the class never show the slightest irritation. Cruel youth can also be exceedingly kind.

Harold is a living example of all the stories I have ever read on how to be happy in spite of adversity. He had infantile paralysis when he was a very small child and has not been able to walk for years. Yet he plays in the high-school band, except when it marches, takes part in assembly programs and, above all, appears never to have moody spells. He loves wisecracks and smiles come readily to his lips.

On days when things have gone wrong for me, I have been much more pleasant than I might have been in the afternoon, all because of the fact that when I have passed Harold at noon in his accustomed place in the hall, he has greeted me with a

cheery, "What's the matter, Teacher? Things can't be as bad as you look!"

Religious tolerance has also been taught to me by my pupils. I have never known a more ardent young member of the Roman Catholic faith than Sally. Mildred is just as strong a believer in the religion of her forefathers, the Jews, and Dorothy is a confirmed Methodist. Yet the three girls are the closest of friends and often attend social functions given by religious organizations of the different faiths.

Then there is George. He had two study halls during the day, and since scholarship is not the most important thing in the world to him, he had time on his hands. "Can't you use me one hour a day?" he asked. So I acquired an assistant.

And what an assistant! For thoroughness he could not be surpassed. He was no longer in my class, but he remembered the manner in which I did things perfectly. He never bothered me with unnecessary questions. And he was accurate. Sometimes when the bell would ring before he had the papers with which he was working put away, I would offer to finish the task for him. Did he let me? Not George. He was never tardy to the next class either.

When I am tempted to do just enough work to get by, I think, "Sixteen-year-old George, who wasn't getting paid for his services, didn't slight his work—why should I?"

I must admit that sometimes I am a little irritated that I ever knew George. When I am helping with the housework at home, I would often leave the sink unscrubbed after I have washed the dishes or I would give the rugs a lick and a promise many times if the "Remember George" refrain did not resound in my ears.

All in all the lessons my pupils have taught me have been legion. I only hope that when my pupils have grown up, young people can teach them as many. It is evident that older ones can't!

THE EDUCATIONAL WHIRL

A department of satire and sharp comment

Contributors: EFFA E. PRESTON, R. ELIZABETH REYNOLDS, MARCUS W. DAVIES, CARL GARNER, and HARRISON BARNES.

To quote a recent magazine article, "We're becoming air-minded; in fact, aviation is sweeping our schools." Well, they can stand a good sweeping.

E. E. P.

News item: School Board of the city of Pittsburgh refuses to sanction teacher absences for jury duty. When will teachers learn that there is a whale of a difference between teaching good citizenship and practicing it?

M. W. D.

Suggestion to those who write about our schools: Mark Twain said, "Get your facts first—then you can distort 'em as much as you please." Still, no matter what folks say about teaching, it's partly true.

E. E. P.

Back to the Indians

The personnel of my fifth-hour study hall was most interesting. Among the small group were Jerry, whose parents were born in Greece; Trenny, whose parents came from Mexico; Walter, who was a full blood Indian, and Sammy. Sammy was not a full blood, but he was more proud of his Indian blood than of his white. Never a day passed that he did not joyfully refer in some fashion to his being an Indian.

One day before the tardy bell rang, he took great delight in telling Jerry that he belonged across the sea. Sammy was not angry; he was just having fun in his own way.

"Go on back to Greece where you belong," he

said and then laughed, flashing the prettiest white teeth imaginable.

At that point, I took part in the conversation. "That will do, Sammy," I said. "Jerry has just as much right here as you have."

Sammy hesitated for just an instant, smiled at me ever so charmingly and explained, "To tell the truth, Teacher, you don't have any right here either."

R. E. R.

Statement by a Student Council presidential candidate: "The Student Council is the most important organization in the school. It is the only place where we students can talk about what is happening to us."

C. G.

Factory vs. School

We worked in a factory all summer and liked it. It was much like school—everybody ran round in circles, no one department knew what the others were doing, and methods of work were changed every few days. But the people were very pleasant to work with and a lot got done. When you asked the forewoman to do something she could—and did—show you herself—she didn't hand you a book to read.

The factory has a great advantage over the school. When a bandage is poorly finished the inspector sends it back to be done over. But we can't rewrap pupils we didn't prepare properly, even if anybody should find out about them.

E. E. P.

News item from *National Parent-Teacher*: "A frog, it is alleged, can be boiled without dying, if the water is heated by slow degrees." Parents had better clip that item out and destroy it before Johnny gets home from school.

H. B.

EDITOR'S NOTE: Among the contributors to this department are superintendents, high-school principals and teachers. The educators whose writings appear here almost invariably have a serious point to make, but have chosen satire and humor as more effective methods of making that point. The editors of THE CLEARING HOUSE do not necessarily endorse the points of view expressed here.

Many a pupil can't see why homework done by his dad shouldn't be accepted for credit. It's all in the family, isn't it?

R. E. R.

ENGLISH CAN BE COLORFUL

By ELAINE BROWNE

UNITS OF WORK should be scrutinized for color possibilities. Children who bask in a prismatic kaleidoscope when encouraged to pursue their own inclinations should be given every opportunity to transform the traditionally drab into an appealing and gratifying product. It is only by keeping the educative process attuned to the native tendencies that we can achieve the highest results.

It is the social studies that adapt themselves most readily to this concept. It takes only a flash of ingenuity, a modicum of appreciation and a dash of guidance to formulate a procedure that results in manifold color effects.

The subject of English, rooted in definitions and grounded in rules, emphasizing in many of its aspects accuracy rather than originality, requires a much greater resourcefulness in recognizing such possibilities.

The unit chosen for this discussion had, as any well rounded unit should, many facets of expression. These might conveniently be designated as the I's of a unit: Information, Inspiration, Individual growth, and Idealism. Each of these, like



EDITOR'S NOTE: *The author reports on increasing her pupils' interest in English by getting them to "promote" books and plan personal libraries. Some readers are certain to question her statement that the social studies are naturally colorful, whereas English isn't. Anyway, as Cho Sing Hsiu said (circa 629 A.D.), "The melon grower thinks the turnip farmer has it easy." Miss Browne teaches English in Chehalis, Wash., Junior High School.*

the many facets of a diamond, functioned for the most part actively and simultaneously, and it was the sum total of this process that gave the unit its sparkle and appeal.

It is advisable when making the initial presentation of a unit to refrain from labeling it with a definite name. The term chosen may have an unpleasant connotation in the minds of some, and it is best to present it rather as a broad idea; then as it unfolds the pupils can choose names that appeal to their own interpretation. While this particular study was designated in the mind of the teacher as a library unit, before it had progressed very far the pupils were using a variety of much more appealing terms to describe it.

Choosing a point of contact that would insure one hundred per cent participation, the unit began by a consideration of the books owned by the individual pupils. This appealed to a universal trait, the pride of possession, and the term *library* became at once something personal and worthwhile. As a concrete expression of this attitude, representations in the form of diagrams and illustrations were made to show the arrangements of these personal libraries.

Bookcases, shelves, and individually constructed makeshifts were drawn to scale and the exact arrangement of the books duplicated. While some of these were very elaborate, intricately designed of paper cuttings showing even the various colors of the book covers, the work was appraised on the basis of honest representation, rather than the attractiveness or scope of the product.

Library arrangements in general caught the fancy, and pupils studied and origi-

nated clever and unusual effects, often designing house plans that included ample library facilities. Collections of magazine illustrations mounted in number and were ultimately segregated on the basis of particular rooms as "living room libraries". Some striking room arrangements appeared as pupils constructed in miniature "My room of tomorrow for my library of today".

As the idea of personal ownership was dominant at this point, it was most appropriate that someone should introduce the subject of bookplates. Various commercial ones were collected, but for the most part the interest centered on those that were individually designed. These were constructed in duplicate, one bearing the pupil's own name, the other, the name of the teacher. The idea of contributing a bookplate to the teacher's library strengthened a mutual bond, particularly since it was the pupil's responsibility to paste it in place.

This experience in handling attractive books led to an interest in the discussion of their care. Such a genuine conviction against defacing them prevailed that it was necessary to emphasize only the devices for their protection.

Bookmarks that rivaled the rainbow in color appeal were designed, the boys generally choosing leather, intricately tooled, as the material of construction, while the girls designed theirs of paper and the more fragile materials.

Interesting and unusual effects appeared with the galaxy of book covers, designed to illustrate the main themes of the books. Authors and titles of a wide selection of material were brought to the pupils' attention through this medium.

Our next line of pursuit was probably most interesting in relation to the source from which it originated. A boy whose attendance had been most irregular returned after a long illness, not with the browbeaten depression of "English to make up," but with an inspirited outlook as he related,

"My asthma was so bad I couldn't sleep. I could hardly breathe, so I just lay there and thought of book slogans." When one of these, "Be rich in friends between book-ends", was chosen by the class and elaborately lettered on a huge poster that formed the center of an attractive book display, he felt that even asthma had its compensations.

It was the slogan idea that aroused the pupils' interest in written English and directed efforts toward ever broadening vistas of expression. From the catchy phrases to the more complex, newspaper styled book reviews, the emphasis lay on the thought involved, and brevity of expression was the keynote.

With the approach of the Christmas season, the unit took on new meaning as the desirability of books for gifts was discussed. A book advertising campaign was planned and participation was widespread. Books were wrapped as attractive Christmas gifts and effectively arranged on a room-width bulletin board. A class-chosen caption, "Books for Christmas cheer bring a Happy New Year," appeared in tinselled design as the theme of the display. Post-holiday discussions revealed the success of the drive, and book exchanges were inaugurated among the pupils. With a minimum of teacher direction, the project branched out to include a room library, and this of course was the point of contact for a study of library procedure in its advanced aspects.

Before the unit had progressed beyond the initial stage, the pupils considered it highly desirable to formulate some scheme for organizing the material and giving it greater accessibility. After due consideration, the exhibit idea was accepted. A room adjoining the classroom was made available and free reign was extended to resourceful pupils who planned, designed and experimented on an extensive scale. Pupils whose interest lagged in the more formal class work were delegated some re-

sponsibility that would enable them to make a tangible contribution. The gratification of achievement and pride of approbation invariably gave them the lift that renewed their efforts.

It is a stimulus to survey a unit in anticipation. A greater pleasure is in store when in retrospect one realizes that it exceeded even the original expectations.

This is assuredly the case if the teacher's discernment is kept closely attuned to the

pupils' insights. It is not surprising that the composite talent of a group should exceed that of one instructor. An interesting reflection exists once more in Philip Carey's appraisal of his own success in art school, "Before, I saw only the houses and trees. Now I see them against the sky." While the artist must provide his own appropriate background, the educator may depend on the pupils to supply the details that color and complete the canvas.



* * *

FINDINGS

* * *

ADVANCEMENT: The lightning strikes—and a new high school principal is born and steps into the job. What many readers will want to know is where the lightning strikes most often, and whether they are standing in a likely spot. Well, 39% of city high-school principals were elected from among teachers in the same school system, according to a study of incumbents in Ohio high schools for the period of 1931 to 1943, reports *Educational Research Bulletin*. And 17% were beckoned from another school system where they already were high-school principals. Another 15% had been elementary-school principals in the same system. The lightning struck in these three places to produce 71% of the principals. Six other educational positions yielded from 1% to 8% of the incumbents. But 4% of the principals had their source listed as "Miscellaneous"—which will not weaken the belief of some disgruntled teachers that their principal came from under a cabbage. In an early issue we shall reveal the sources of city superintendents.

TURNOVER: On October 15, 1942, reports the U. S. Office of Education, 17% of the teachers in the nation's school systems were newcomers on their jobs. There had been a 17% "teacher turnover" since June 1942. The larger the community's

population, the smaller the turnover: In cities of 100,000 and up, turnover was only 3%. In rural areas it was 24%. Figures on teachers with sub-standard qualifications similarly varied with population: In cities of 100,000 and up, only 6% of new teachers had emergency certificates. In rural areas, 25% of newcomers had emergency-certificates.

COLLEGE ENTRANCE: About 50% of colleges are willing to accept "statements instead of marks" from high schools concerning graduates. And more than 50% of colleges approve the idea of making pupil work in Grades 10, 11, and 12 the basis of college entrance, and of abolishing the "fixed pattern" of subject requirements. Almost 90% of colleges believe that the personal characteristics of candidates should be emphasized more strongly in high schools' reports on graduates. These figures are based upon the replies of about 400 colleges to a series of recommendations for changes in college-entrance requirements, and are taken from the *Fourth Report of the Committee on School and College Relations* of the Educational Records Bureau.

SALARIES: A few new breakdowns of the old familiar figures on the low salaries teachers are paid are offered in *Phi Delta Kappan*. In the school year of 1942-43, 40% of all teachers were paid less than \$1,200 a year. And about 12% of all teachers were paid less than \$600 a year. In Southern states where Negro pupils are segregated and salaries of Negro and white teachers are differentiated, 87% of the Negro teachers were paid less than \$1,200 a year, and 49% were paid less than \$600. Only 2 states reported paying no teacher less than \$1,200; and in 22 states no teacher is paid less than \$600. (As one teacher put it in an educational journal, "I'm not asking for an increase—just a salary!")

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

Teaching Wartime TELEPHONE Manners

By
EARL K. HILLBRAND

GOOD TELEPHONE manners will aid the war effort. Modern war is a high-speed, high-pressure operation. Every time a military or industrial call gets stalled in a telephone traffic jam, victory is postponed that much.

In a recent newspaper advertisement, the American Telephone and Telegraph Company urged a more careful and efficient use of the telephone and gave the following suggestions:

1. Please try to be brief.
2. Pre-plan your conversation so nothing is forgotten.
3. If you share a party line, please show the other fellow the same consideration you'd like from him.
4. Teach your children good telephone habits.

The writer believes that good telephone habits should be taught in the public



EDITOR'S NOTE: *This article presents the points which the author believes high schools should teach to pupils about wartime use of the telephone. It won't hurt teachers to read and apply some of the suggestions offered either. Concerning the pamphlets mentioned in the fourth paragraph, we telephoned the publicity department of American Telephone and Telegraph headquarters in New York City, and were told that they knew nothing about these publications. A voice with wonderful telephone manners explained that some of the local or regional telephone companies publish such material, and some do not. Dr. Hillbrand is dean of the Evening Session of the University of Wichita.*

schools, along with other good manners. Many worthwhile pamphlets have been written and are available, such as, *The Voice with a Smile*, *Your Telephone Service in War Time*, *Telephoning for Uncle Sam*, and *How to Make Friends By Telephone*. (See Editor's Note below.) However, for convenience the main suggestions may be summarized as follows:

Know the number before calling. It is a good habit to write the number and name on a slip of paper and keep it before you while making a call.

Give the called person enough time to answer. Wait at least five rings before hanging up.

Wait at least a minute between attempts to reach a busy telephone. This practice will save calls and time.

Avoid the "holding the line habit".

Identify yourself when calling. Do not expect people to give you information over the telephone if they do not know to whom they are talking.

Avoid "postscript" calls. Think over what you are going to say before calling. This will save needless repeat calls.

Handle calls to completion. When you receive a call which does not relate directly to the work you perform, do all you can to assist rather than assume that it is the caller's own problem to work his way out of the difficulty. Where it becomes necessary to refer calls elsewhere give full information to the person calling. For example, "I am sorry, we do not have the information. You may obtain it from Mr. Wall, in Division E. His extension is 4-5331."

When making long-distance calls endeavor to place your calls when the lines are least heavily loaded.

Answer your telephone promptly. Be sure someone will answer your phone when you are away from it.

Identify yourself when answering. Try not to use the inefficient "Hello", or the casual "Yes". Instead consider the following:

1. Division D, Miss Brown
2. Comptroller's office, Elliott talking
3. Stenographic Service, Miss Lane
4. Mr. Deering's phone, Miss Carlock
5. Mr. Crandall's office, Reynolds
6. Colonel Hammond
7. Dean Harno's office, Miss Cox speaking

Ask questions tactfully. In answering a call even when the caller fails to identify himself it is well to avoid such abrupt questions as "Who is this?" Or even, "Who's calling, please?" Instead, try the following.

1. "Would you mind giving me your name?"
2. "May I have your name and telephone number, please?"

Be careful when leaving the line. In leaving the line for any purpose try to

avoid such overworked and abrupt-sounding phrases as "Just a moment," or "Hold the line." For example, if you need to leave the line to secure additional information, say something like, "I'll have to check that in the file. Will you excuse me a moment, please?" (Pause) . . . "Thank you."

End calls courteously. Never hang up without giving a definite indication that the conversation is finished. Don't bang down your telephone instrument while the other person is still on the other line. It is bad taste to slam your "telephone door" in someone's face.

Try to develop a pleasing telephone manner. Speak directly into the instrument with the lips close to the mouth-piece. Use a well modulated, distinct voice. Make free use of the name of the person with whom you are talking if you are sure of the name. Make the person who talks to you over the telephone glad he called you by being cheerful and business-like rather than glum and disinterested.

Thoughtful and courteous use of telephone service is one more way civilians can help win the war.



A Teacher's Mistake

When a statistician makes a mistake, nobody knows but he;
And when a lawyer loses a case, he promptly raises his fee.
And should a legislator skid, it becomes a law profound,
And if a physician slips, they bury it six feet underground,
But when a school teacher makes a mistake—

WOW!!!

Mamas and papas and Uncle Charlies and Aunt Minnies jump
on him and how!

Editors editorialize;

Social workers moralize;

And nobody dares to sympathize.

Taxpayers howl in honest wrath;

The humblest doggie avoids his path.

He is loudly condemned by the PTA,

The NYA, and the PWA,

And what is left of the WPA.

He is promptly told where to go and how.

When a teacher makes a mistake—

WOW!!!

—*Delaware School Journal*

TEACHER'S AID:

The school secretary is "guest teacher" of business procedures in general mathematics

By

RUTH TREADWELL

THE SUBJECT MATTER in ninth-grade general mathematics was accounts and general business procedures. Check writing was specifically the topic that started the school secretary, the mathematics teacher, and the math class on a project that culminated only at the close of the school year.

The school secretary, foolish girl, accepted the teacher's invitation to demonstrate the school accounts to the class. It was the end of the banking month, and the class had opportunity to duplicate on graph paper the month's business, find the balance to each account, tally the returned checks against the bank statement, and rectify the actual book balance with the balance submitted by the bank. That this work might be meaningful the group actually handled the canceled checks and duplicated the great amount of detail incidental to the bookkeeping involved.

While this experience was still fresh in the minds of the class, possibly because of it, they undertook to sponsor in the junior high school a drive for placing pennies into circulation. As a result, the school turned

in to the bank a total of over 15,000 pennies, counted, wrapped, and properly stamped and marked.

The outgrowth of this coin-wrapping activity was their voluntary request that they be allowed to count and wrap the cafeteria money each week. One activity led to another, so that they soon assumed the responsibility of seeing that any checks for deposit were properly endorsed and stamped, and the entire deposit made ready, complete with the weekly deposit slip.

When the mathematics class had reached a point where they took pride in preparing the money for deposit, the school secretary asked whether she could take one member of the class to the bank each week to make the deposit. It was an offhand gesture on her part, but it proved to be a highlight in the week to the pupils.

A different person was selected each week. The money sack and deposit book were put in his possession, and the secretary's job was merely that of guide. The pupil was shown to the proper window, introduced to the teller, and left severely alone. At first the teller would call to the secretary (such is the informality of a small town), "Oh, Miss Treadwell, there is a mistake in the deposit slip," but he soon entered into the spirit of the project, and after one or two such errors dealt only with the pupil.

Many in the class had never been in a bank before, and for most it was their first experience in doing business personally. The teacher reported that many returned to class thrilled with the experience. Sometimes the teller commented on the neat way

EDITOR'S NOTE: *The teacher of a ninth-grade general mathematics class asked the school secretary to demonstrate some points about the school's accounting system to the pupils. And so began a cooperative venture that continued throughout the year. The pupils got experience in "the office"—and "the office" got a new staff of assistants. Miss Treadwell is secretary to the supervising principal of the Glen Rock, N.J., Public Schools.*

the coins were wrapped, and the pupil at the window stood taller by inches because he had done some of the wrapping.

The teller's interest in the children and his messages of praise sent to the class were an added incentive to accuracy. Mistakes just didn't happen because the whole class was so interested in sending a perfect account to the bank.

The significance of all this class activity is that one small group found a real and vital use for mathematics. They found that writing checks and keeping books were things within the scope of their comprehension. When they included in their activities the monthly balancing of school accounts, they were pleased to see that the cafeteria balance corresponded to the balance the cafeteria manager had set down for her account, and that the money they counted and deposited had been recorded. The things that they might have been bored to learn from a textbook were fun to experience in reality.

It was quite natural when the office assistant resigned that this class should take over, one pupil per period, to help with routine office work. The secretary had had pupil assistants before but never a group who were so responsible as individuals. They had become aware, through their interest in the one detail of office bookkeeping, of the importance of every detail to which they were entrusted.

If a job was unfinished when a pupil had to leave for class, the secretary often found notes left for the next assistant to discover: "If the expressman comes, he is to take the big package," or "At eleven o'clock the

school doctor will be here to see these people." If one pupil had no experience in using the intra-building phone, the assistant about to leave the office would give instruction without being asked to do so.

Reports were made to the class of special assignments completed, such as helping with distribution of supplies, preparing letters for the mail, or locating pupils for the doctor. These reports stressed the importance of the jobs done and the amount of time saved for the secretary.

It should not be assumed that a group of child wonders is found in the general mathematics class. In general this group is weaker in arithmetic than the average pupil in the school and, in the past, has been a group to whom studying from books was a chore. This year adding and subtracting negative numbers made sense when the class dealt with "red" balances. The need for accuracy was demonstrated to the class as individuals stood before a teller's window while a deposit that the group had declared correct was being checked.

It was felt that this project, begun as a minor effort to interest reluctant mathematicians, developed into a benefit to the class and the school as well. When the rush jobs came through, it was Sally Jones who turned out a creditable piece of work on the mimeograph; when teachers' requests for supplies came at a particularly busy time, Billy Van Reck deciphered the writing and handed out the pencils.

The school secretary, who really enjoyed the whole activity and was inspired by it, wonders if, after all, she didn't gain more than she gave.

All-Class Biology Exhibit

One of the most effective methods for reviewing the work of the semester in a biology course in the secondary schools is an exhibition—an extensive one, including all the projects, collections, and pets of every pupil in the various biology classes. The

teachers of biology at Parker High School collaborated in such an exhibit. The interest, enthusiasm, and real educational growth derived from the experience on the part of participants and visitors made it well worth the interruption of regular class work for the day.—MARY BRIMSTIN in *Chicago Schools Journal*.

SCHOOL NEWS DIGEST

Edited by THE STAFF

JOBS FOR HANDICAPPED: For guidance purposes, you will want to know that there is quite a wartime demand for workers who have certain physical handicaps, according to an announcement of the "Working-Press Reporters for the U. S. Treasury Third War Loan". Dwarfs are sought eagerly for work inside bomber wings. The deaf make ideal workers at the kind of riveting, stamping, or rolling machines that give persons with normal hearing the jitters. The delicate sense of touch of the blind makes them invaluable for certain types of inspection work and the loading of aerial cameras in the dark. Inspection of small precision parts, requiring maximum concentration but little exertion, is disdained as monotonous by many workers, but is ideal for the aged and for sufferers from heart trouble. These people are among those formerly referred to contemptuously in select business circles as "unemployables".

TRIVIA: You know that this learned department never lies to you. There is a Bacon High School in Coffee, Ga. We wonder whether the principal ever thought it might be amusing to have a Miss Toastt or at least a Mr. Egbert on the faculty . . . The football coach this fall at Bell Township High School, Salina, Pa., is Miss Pauline Rugh. According to *PM's* report on her plans for the team, she's going to have a system all her own, and says it will surprise everyone, including her. After the football season, we'll do our best to get an article from her on how things went . . . The safety-education committee of the Council of Women, Salt Lake City, has made national news by stating that kissing is "America's most unhealthy habit", and recommending a moratorium on it for the duration. But germs can penetrate between unknissed lips—so it would seem wise for such bacteriophobes also to keep their mouths shut as much as possible.

FILMS: During the past year, the 16mm. war films of the Office of War Information were used by some 12,000 school and community groups, states the Educational Film Library Association. To carry on its war film services this year, the OWI planned to allot \$300,000 of the \$1,200,000 which it asked of Congress. But when Congress slashed the \$1,200,000 budget to \$50,000, states the Association, it thereby abolished, unwittingly, the OWI war film program. The Association urges that those interested in having the OWI service reestablished write to their Congressmen.

RUSSIA: In spite of 1943 war conditions in Russia, more than 40,000,000 textbooks are reported in the course of publication by the People's Commissar of Education.

PESSIMISTS: Many college seniors have no rosy hope of a wonderful world that will come quickly and easily after the Global War, according to the results of a poll in City College, of New York City, reported in *School and Society*. Some 48% of the seniors "are in favor of permanent conscription after the war, which they believe will last at least 2 more years". Only about 33% believe we will ever see Vice-President Wallace's "Century of the Common Man" attained. The seniors polled were all in the School of Business. Perhaps a poll of your pupils would have different results.

TEXTBOOKS: Recently 5 states, New Mexico, Arkansas, Georgia, Tennessee, and South Carolina have discarded single basal textbook adoption in favor of multiple-list selection, reports Avis K. Roberson in *The Texas Outlook*. Twenty-four states of the Union have always left textbook selection to the local districts—and among those states are many that rank highest educationally. The other 24 states "have been moving steadily away from single basal adoptions toward some form of local selection," and now only 10 or 11 still retain any part of the old system.

CZECHS: Only 40% of the graduates of elementary schools in Czechoslovakia are permitted by the Nazis to enter secondary schools, reports the U. S. Office of War Information. That figure is to be cut to 30%. Czech classes are becoming more and more overcrowded. Maximum attendance per class is now 60 pupils. New one-room Czech schools may not be established unless there are at least 50 pupils on hand, but new German one-room schools may be established as soon as 10 pupils have registered. Germany has no intention of assisting the growth of Czech culture and a new generation of Czech intellectuals.

FIRST: The first man in America to be designated *professor of education*, reports *Peabody Journal of Education*, was William Harold Payne. This momentous event occurred at the University of Michigan. The date isn't given, but presumably it wasn't very many years earlier than his appointment.

(Continued on page 128)

EDITORIAL

We Can Train Intelligent Voters

YOUNG men of eighteen are being asked to serve in the armed forces of our country. They are accepting the risks, the dangers, and the responsibilities of this service. They are executing their assigned tasks with competence and with success.

This competency in performance and this acceptance of responsibility have led many persons to ask that youth of eighteen be given all of the privileges and duties of citizenship. In Georgia young people can have full citizenship at the age of eighteen. It is probable that other states will follow this example before many months.

In general, the demand for extending citizenship has come more from politicians, professional patriots, and the like than from educators and adults who guide youth organizations. In general, also, this latter group has endeavored to show that the extension downward of the age of becoming a citizen is not good. It is possible that much of this opposition may come from an instinctive desire to maintain the *status quo*, rather than from a careful study of the facts, upon which an opinion should be based.

Education for citizenship has been a goal of secondary education for many years. It is one of the Cardinal Principles. It has been the basis of many pronouncements from the Educational Policies Commission. It was qualitatively evaluated in the Regents' Study. It is one of the constantly recurrent aims in courses of study and curricula.

But in spite of this emphasis in educational literature—and a parallel, though less widespread, emphasis in practice—there has been no marked change in the quality of the citizen in the performance of the acts of citizenship. So few persons vote at primaries, that a well organized machine can always

secure nominations for chosen henchmen. Referenda receive many fewer votes than do candidates.

A good radio voice, a photogenic face, a pleasing personality get more votes than right principles and competency. Thousands of persons vote for Dewey because of his appearance or for Roosevelt because of his voice, neglecting the points of strength and weakness of both men as well as of their opponents. Citizenship, as an aim of secondary education, is not affected much by what the school does.

Part of the failure of the high school to do better is due to the activity of competing agencies. The neighborhood politician knows who lives near him. He becomes friends with young people who are not quite old enough to vote. He helps them and their families. When they are ready to register he informs them, guides them through the necessary routine, and makes sure that they are ready to vote. When election day comes he carries them to and from the polling places. The influence of the school may have been strong when the young person left school, but it is no longer effective. Too many years have gone by, too many other influences have been at work.

If young men and women voted at the age of eighteen, however, the shoe would be on the other foot. The high school could sponsor political rallies at which all candidates would speak. Teachers could lead pupils to discuss these candidates objectively. The record of each could be examined impartially in the classroom. Each election could become a laboratory exercise in which the elements of good citizenship and of good government would be discovered and learned. There would always be enough

pupils of voting age to make the situation a real one.

Man learns by finding successful responses to the problems which bother him. In most classes where teachers endeavor to teach citizenship, the only real problem for the pupil is that of passing the course. He will discuss elections, candidates, and issues because he has found that these discussions are part of the responses which are successful in getting a passing grade. If he were a voter, however, he could be bothered by a real problem, that of how to use his vote effectively. The school could help him to find a response to this problem which would be successful and which therefore would be learned. Our program for teaching citizenship would become an effective one.

Motivating man's behavior toward a goal in such a way that he will try to reach it, and then removing the goal, will affect him adversely. Perhaps this has led the schools to develop persons who are not good citizens rather than those who are. If each high school were to set up a program of education for citizenship which was highly efficient, its pupils, upon leaving the school, would be motivated strongly to act as good citizens. There is now no chance for them to do this. A behavior sequence, set up by the action of the school, is prevented from reaching its goal.

The pupils are frustrated because they are not old enough to vote, and can be expected to show aggressive behavior. Our society does not provide many opportunities for aggressive action, disapproving of most aggressive acts and treating them as anti-social. The aggressive person is not considered to be a good citizen.

Because of the inevitable interval between the end of secondary school and the time that youth becomes twenty-one, it is probably safe to say that the more strongly the secondary school motivates the behavior of its pupils toward participating actively and intelligently in the duties of citizenship, the more sure it can be that many of these pupils will become bad citizens by the time they become twenty-one. These secondary schools should become active proponents of any program which will enable the pupil to behave as he has been motivated to behave, as soon as possible after this has taken place.

Educators who are concerned about facilitating the achievement of the goal of good citizenship by the secondary school would do well to think carefully before condemning the extension downward of the voting age. This action may be one which will enable the high school actually to become the effective agent for good citizenship which it has always tried to be.

WILLARD B. SPAULDING



Back of the Words

Consider "freedom". As a word used to indicate a desirable state for mankind, it is accepted by most without serious question. But when freedom comes out of the realm of words into actual being it immediately becomes freedom of some kind or degree. Freedom from what? Freedom for whom? How much freedom? The person who has used the word glibly now begins to hedge. "There is such a thing as too much freedom for some folks."

It seems to me that the deep twilight between our glib use of words and a sharp understanding of their full implications, resulting in a clear action pattern, is one of the reasons why it is difficult to teach "democracy" and "freedom" to our children.

Until we can explain them we have little chance to inculcate them.

For instance, take democracy. Have you tried to define it today—precisely, definitely, concretely define it? Have you ever asked a group of your friends to express concretely what it means to them? Were their definitions simple and to the point? Were they in substantial agreement? Have you ever proposed a program by which the principles and practices of democracy, as you defined them, can be taught to others? Most important of all, do you, can you, put your own ideas of democracy into daily practice?—HOWARD V. FUNK in *National Parent-Teacher*.

➤ SCHOOL LAW REVIEW ➤

Street Crossing: Herd Instinct and Board Liability

By DANIEL R. HODGDON

A pupil in a high school and a fellow pupil, after changing their clothing in the gymnasium, started to go to the athletic field for a physical-education class. Being late, they started to run. One of the boys ran straight forward to cross a street in order to reach the field. While attempting to cross the street he was struck by an automobile and suffered a brain concussion and loss of memory.

It was claimed in the answer to the action for damages that the child was guilty of contributory negligence and that it was the duty of the pupil to yield the right of way to the automobile. The evidence is silent upon the question of whether the pupil exercised reasonable care. The burden of proof for contributory negligence is on the Board of Education.

The driver of the car said he was looking for a parking place and did not see the pupil until the car struck the boy.

Evidence showed that the teacher dismissed the class two or three minutes late. Being late, the pupil asked the instructors in the gymnasium whether he could play basketball instead of going on the athletic field. They told him "no." At the place where the pupils crossed the street there was no marked cross walk. There was one where the girls usually crossed. The boys had crossed at this point for several years, both walking and running. The principal of the high school knew this fact. No sign warning the pupils against crossing at this point had ever been placed there by the school authorities. No teacher or other person was stationed there to prevent pupils from crossing the street at this point, and no general rule against it had been formulated or called to their attention. Occasionally when teachers found individual boys crossing at this point they would correct their conduct and warn them not to run across the street. No one had told the injured pupils not to walk or run across the street at this point.

Were the high-school authorities negligent, knowing that the boys during school hours on their way to classes were in the habit of walking and running across a well-traveled street, in the middle

of a block where there was no marked crosswalk, and no sign to warn drivers of their presence? Was the school bound in the exercise of ordinary care to take some steps for pupils' protection from injury?

The amount of care due to minors increases with their immaturity and consequent heedlessness, said the court.

The boy was 18 but the court said it could not overlook that the herd instinct and competitive spirit tend naturally to relax vigilance and that youths of this age are not accustomed to exercise the same amount of care for their own safety as a person of mature years. We entrust the safety of our children to our public-school authorities during school hours. They are bound to exercise an amount of care for their safety during the period commensurate with immaturity of their charges and importance of their trust. Where the children must cross a street the school district is liable for injuries which result from failure of its officers and employees to use ordinary care in this respect.

A public street becomes the extension of the school grounds when children must cross it during regular school hours to get to another class. Something more than sporadic warnings to pupils is required. The question of the teacher's dismissing the children late also had a bearing on the case. Reasonableness of time allowed for children to get to classes has a probative value in determining whether there is exercise of ordinary care and proper protection of pupils.

The court, with an educational psychology of its own, held that a time is fixed by our law for attaining legal majority, since some time must be named when the individual will become entitled to the full right of the adult and charged with full duties and responsibilities. But the law cannot change the facts of existence—and no one will argue that merely because a girl is 18 and a boy is 21, and have attained legal majority, they are thus endowed with care and discretion and judgment of full maturity. Physically they may be fully mature. Mentally a tremendous growth must take place and

usually does take place before knowledge has ripened into wisdom, and wisdom coupled with experience has developed a sound and sane judgment.

Youth as ever has the characteristics of heedlessness, of impulsiveness, and of forgetfulness. Lacking power of continuous application and concentration it will, upon the other hand, center its thoughts for a brief time and to its peril upon one matter to the exclusion of all else.

The scope of the teacher's duty to pupils is enlarged by this case. The teacher becomes responsible for the carelessness of the pupils where proper effort is not made to provide a safe place for them. The teacher must provide mature judgment for the acts of pupils and protect them from injury because of their negligence and carelessness. "Some job indeed in a junior and senior high school." *Santario et al v. Sleight et al*, 129 P (2d) 35, Sept. 1, 1942.

Can't Change Salary

A teacher who has reached the maximum salary as a vocational teacher, and receives a salary above that of the academic teachers, cannot be reduced in salary if he is assigned to teach academic subjects.

Salaries of teachers as fixed in salary schedules

adopted by Boards of Education and accepted by the teachers constitute "contracts" between the teachers and the Board of Education. Salaries, thus agreed upon, cannot be reduced without consent of the teachers. *Education Law 884; Chaplin v. Board of Education of City of Buffalo*, 39 N. Y. S. (2d) 161.

Take It and Like It, Maybe

A teacher on tenure must take the job assigned him if the Board of Education has the legal power to make the assignment and the teacher is properly qualified to take the new job according to law. If he fails to accept the new assignment he violates the school law, and his contract of tenure, by persistent negligence. He may be dismissed and his tenure ended. *Commonwealth ex rel Wesenberg v. School Dist.* 24 A. 673, 148 Pa. Super. 250.

Teacher's Statement Is Binding

A statement of a teacher who is a member of the State Teacher's Retirement System that he desires to be retired is self-executing and is tantamount to a resignation from his position as a teacher, unless the statement is withdrawn before the effective date of retirement.

Hun v N. Y. State Teachers Retirement System, 35 N. Y. S. (2d) 49 264 App Div 188, reversing 28 N. Y. S. (2d) 356 176 Misc. 643.



Seattle Principals Report 5 Time-Saving Plans

What can the principal do to keep to a minimum the amount of time spent in administrative routine and thus free himself and his teachers for the important business of educating children? To find answers to this problem for the Principals' Professional Study Club, David Patten asked each principal this year to contribute one time-saving device that had been found effective. These Mr. Patten compiled and reported at a recent meeting of the club. Here are a few:

1. At the beginning of the term a manila folder bearing the room number and the teacher's name is sent to each teacher. In this folder he is asked to put (a) his daily program, (b) seating chart, (c) special duties, (d) fire drill, (e) air raid precautions, and (f) any other information helpful to a substitute. Labeled "Substitute", this folder is put in the upper drawer of the teacher's desk.

2. A list of mimeograph stencils in the file is made available to each teacher. This saves making new stencils and serves to encourage use of material

on hand.

3. A list of the duties the clerk is to perform for the day is made up and left on the principal's desk. Any necessary explanations are given upon the clerk's arrival.

4. A mimeographed list of teachers' names, together with rolls and room numbers, is used in many ways. It is circulated through rooms to find the number of scissors, to check bank envelopes, to get the number of families or of left-handed children, and so on. It is used to check roll representatives at meetings, and is also useful in making payrolls or in noting duties of teachers.

5. One spot on the teachers' bulletin board, where teachers come each morning to check their attendance, is reserved for a hand-written message from the principal. Current news which might otherwise be sent to the rooms during the day is given here. Individual messages are placed in the teachers' boxes nearby. This saves classroom interruptions. —Seattle Schools.

BOOK REVIEWS

JOHN CARR DUFF and PHILIP W. L. COX, *Review Editors*

Consumer Training, by E. W. HEIL. New York: Macmillan Co., 1943. 574 pages, \$2.72.

Heil has prepared a book of the moment, a war-time compendium addressed to the youthful consumer and through him presumably to his family. It is part of the "Youth Education Series" edited by T. H. Briggs, and justifies its content by reference to his two theses: Youth will surely be purchasers of goods and services, and they may be helped to discover forms of consumption that are fruitful of long-term satisfaction rather than, or as well as, those of momentary thrill.

The book consists of ten units: Understanding Your Place in the Economic World; Protecting Your Interests as a Consumer; Selecting the Things You Eat and Drink; Purchasing Medical and Dental Supplies; Your Appearance and Cosmetics; Buying Satisfactory Clothing; Homemaking with Economy and Taste; Spending for Pleasure and Recreation; Putting Your Money to Work; and Consumer Education Goes to War. The units are broken up into appropriate topics. Suggestive projects and activities follow each unit.

The treatment throughout the volume is constructive and wholesome. It should arouse reasonable skepticism and alertness without fostering wholesale condemnation of merchandising procedures. The second unit is peculiarly valuable in showing why and how the prospective purchaser may get the assurance of responsible and dependable agencies regarding quality and, to a less degree, regarding reasonable prices.

Whether the preoccupation with what and how to buy affects youth positively, in line with Briggs' second thesis, may be doubted. Much of the permanently satisfying equipment for life is bought by interested effort and not by money. If pupils are helped to see that things become masters of life, that it is a reasonable rule to buy nothing that one can do reasonably well without, they may avoid much of the quandaries implicit in Units III-VIII.

P. W. L. C.

The American Scene, by I. R. MELBO, A. O. BOWDEN, M. R. KOLLOCK, and N. P. FERRY. New York: McGraw-Hill Book Co., 1942. 536 pages, \$1.96.

The American Scene is an elementary sociology text for high-school pupils. The book has over a decade of experimental use and revisions behind it.

It presents "a systematic well-organized source of information about the most basic institutions, the most fundamental ideals, and the most challenging problems of American life."

The volume consists of ten units: Learning to Control the Environment; Human Nature; Basic Social Institutions; The Community; Political Institutions; Our Economic Life; The More Abundant Life; Educational and Inspirational Institutions; Social Control; and Social Progress. Each chapter closes with a brief summary, questions, and suggestive activities.

Excellent as is the scope and treatment of this book, the reviewer is disturbed by its inclusiveness. Should an introductory high-school text attempt to cover so nearly the entire fields of anthropology and sociology as does this one? Is the desired outcome of a course in high-school sociology comprehensive information about the factors affecting these ten aspects of institutions and social processes? And if desired, is such an outcome achievable?

Might more be gained by studying one or two areas in more leisurely and reflective fashion, trusting to further study, reading, observations, and conversations to round out the multi-phased conceptions of the social world and social selfhood?

P. W. L. C.

Education in Wartime and After, by Stanford University School of Education Faculty. New York: D. Appleton-Century Co., 1943. 453 pages, \$3.

Here is an excellent text for a rejuvenated philosophy of education. *Education in Wartime and After* may not mention by name the classical philosophies and philosophers; indeed John Dewey's name appears but once. Nevertheless, Plato and Aristotle, Kant, Hegel, Comte, Marx, and Spengler, and the current philosophers of experimentalism and of dogmatism all appear in the varied positive assertions which characterize this book.

And that is as it should be. The dramatically felt need of the pioneering faculty of the Stanford School of Education for an adequate orientation for wartime and for reconstruction during as well as after the war led to the adventure in cooperative thinking that is here reported. The varying temperaments, preconceptions, prejudices, freedoms, and daring spirits of the staff reflect themselves in the successive chapters.

The result is a freedom from meticulous con-

sistency, forthright statements based upon unspoken but readily discoverable assumptions, a round-table discussion by individuals seeking the truth while unconsciously guarding their vested interests. The nature of this cooperative venture is of the essence of democratic intellectual life.

The orientation of the faculty is wholesome. War-time affects many aspects of the school; but the fundamental purposes of educational institutions are broader and deeper than pre-induction training. The war gives peculiar force to the need for political, economic, and social insight and behavior such as have been important earlier and will perhaps be even more crucial requirements in the post-war world. And such an approach to current problems alone justifies philosophizing about education.

Goals and problems, educational leadership, American unity and morale, community and human relations, curriculum and subject fields, personnel, finance, boom-towns, and the wartime and post-war world are all considered. Classes, clubs, and faculties may well follow the chapters of this book, *not* to accept the varied conclusions, but to try themselves to create their own tentative solutions to the problems of this world crisis.

American Expression in the War and the Peace, edited by A. L. MOHAIR and DORIS BENARDETE. New York: American Book Co., 1943. 322 pages, \$1.75.

Right off the press is this valuable collection of current *American Expression in the War and the Peace*. Part I of the book, entitled "The War", is subdivided under the headings "Battle Front" and "Home Front". Part II deals with "The Peace". The speeches, editorials, columns, news items, and essays are intentionally varied; the editors "have aimed neither to flatter nor condemn any particular section or group, to boost one opinion or crowd out another".

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Perhaps the busy literature teacher of limitless energy might have built up a file of equivalent materials for himself. But he would have single copies of the clippings. In this published form, however, it is made available for all students.

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Curriculum Principles and Social Trends, by J. MINOR GWYNN. New York: Macmillan Co., 1943. 612 pages, \$3.50.

The thesis of the author, implicit in the title, is of course thoroughly sound, even if by now it is a cliché. Gwynn summarizes the evolution of the curriculum and then discusses the new factors in curriculum development—though the factors dealt with are scarcely very new: conflicting theories, child development, sociological and economic conditions, national and international movements. Curriculum revisions are presented in Parts II, III, and IV. Other influences—youth problems, teacher training, and curricular aids—are presented in Part V. And in the last three chapters the author examines propaganda, community, and national emergencies.

On the whole, the book's chief value is found in its inclusion of data and pronouncements that are up to date. The viewpoint is somewhat Olympian: an assessment of contributions made by more positive writers than the author gives evidence of being.

Economics, by AUGUSTUS H. SMITH. New York: McGraw-Hill Book Co., 1943. 538 pages, \$1.68.

This is the sixth edition of Smith's introduction to fundamental problems of economics. It is called for by the many changes affecting our economic life during the past three years—defense program, lend-lease requirements, and the war controls. Each of the thirty-five succinct chapters is preceded by a statement of its aims and followed by a vocabulary exercise, questions on the text and for discussion, topics for special reports and for debate, titles of collateral readings and reference, and, in all but one case, a clearly stated problem.

The chapter headings are conventional and all of the classical economic terms, generalizations, and laws are explained; their applications and exemplifications are non-controversial and traditional, though generally timely.

The author does not avoid social areas that involve economic problems which are largely governed by psychological rather than classical economic factors, but he deals so intellectually and objectively with both economic and psychological aspects that a somewhat unrealistic impression of the social-economic problems seems to result. After all, men's wants, fears, hopes, aspirations are emotionalized, semi-rational factors. Neither the Supreme Court nor intellectually detached economists can wave them aside or forbid them or ignore them.

Probably, however, we can depend on the mem-

bers of a class to provide the emotional qualities which the text understandably plays down. At any rate the bibliography contains titles that should excite the skepticism and protests of teachers and youths.

Child Development and Guidance in Rural Schools, by RUTH STRANG and LATHAM HATCHER. New York: Harper & Bros., 1943. 212 pages, \$2.50.

The problems of guidance of rural and village youths have too frequently been approached by writers and lecturers as though they were deviates from those of city youths. This has been a peculiarly stupid orientation. The reverse approach would have been far more fruitful.

The rural and village environments are more readily definable and tangible than are those of urban areas. Homes, stores, jobs, churches, service clubs, and local governments are open to teachers and social workers; their personnel mingle in many different face-to-face associations. And the school, to the degree that it frees itself from traditional and institutional stereotypes, may readily achieve its reasonable functions of coordination of child development and guidance of youths.

Mrs. Hatcher, President of the Alliance for Guidance of Rural Youth, with the assistance of Dr.

Strang, has prepared this book to aid rural school teachers in fostering the welfare of their pupils. It deals with child study, school regimen, classroom procedures, special guidance and adjustment problems, and parental cooperation. Only in the last five pages, however, is there definite recognition of the non-school guidance agencies, other than family and county and state organizations. A rich array of titles for suggestive readings and an autobiographical form for children to fill out follow the text.

Why We Are at War, by PRESTON SLOSSON. Boston: Houghton Mifflin Co., 1942. 88 pages, 56 cents.

This pamphlet has been published to help youths understand the war, its background in human institutions and history and ideas, and to enlist their enthusiasm and desire to take an active part in doing something about the problems of winning the war and the ensuing peace.

The author oversimplifies the problems, omits the viewpoints of our enemies, and "follows the official line"—for democracies at war approach the monolithic mythologies of religions and "nations" . . . the "treachery" of "the Japanese" who had been watching their chance . . . Mussolini did this, and Hitler that—

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Better Business Education, by HARVEY A. ANDRUSS. New York: Gregg Publishing Co., 1942. 390 pages, \$2.

Assisted by members of the Department of Business Education of Bloomsburg, Pa., State Teachers College, and others, President Andrus has prepared a valuable volume summarizing the present status and needed improvements in the field of business training and related education.

While the chapters are uneven in quality and in some cases marked by such authoritative dicta as have too often characterized the field, the volume as a whole is scholarly, temperate, and specific. It brings the experience and philosophy of its authors to bear on problems of procedures, organization, administration, supervision, and evaluation of the varied aspects of business education—content subjects, skills, grouping, part-time education, and the rest.

Educational Measurement and Evaluation, by H. H. REMMERS and N. L. GAGE. New

York: Harper & Bros., 1943. 562 pages, \$3.25.

The authors of *Educational Measurement and Evaluation* are concerned with more than "the academic to-be-taught-subject-matter individual" pupil; "the constant interaction between the individual and his environment in all relevant dimensions, the needs of the individual and the needs of the society in which he lives—these constitute the frame of reference for the scope of this book."

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While there is little that is new or unusual in this volume, the text throughout accords with sane progressive practices and outlook. The development is logical and the style clear and convincing. It should find wide use as a text and as a reference book for teachers who want to know where they are going and with what success.

The Philosophy of American Education, by JOHN T. WAHLQUIST. New York: Ronald Press Co., 1942. 394 pages, \$3.25.

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Throughout the text, the writing is vigorous and positive. Nevertheless there is a toleration for varied viewpoints and programs such as should characterize competent teachers and students of the subject.

P. W. L. C.

Annual Report of the Superintendent of

Schools for 1941-42. Cleveland, Ohio: Board of Education, 1942. 244 pages.

An informative and inspiring record of some aspects of progress and adaptation to wartime conditions in the very effective Cleveland Public Schools.

The Freedom to be Free, by JAMES MARSHALL. New York: John Day Co., 1943. 269 pages, \$2.50.

The theme of James Marshall's analyses and discussions is the basic relationship of emotional maturation and the freedom of man to be free. Without a reasonable degree of maturity, neither individuals nor groups are free to grow in freedom. It is obvious that the cycle may be beneficent, vicious, or confusedly mixed: immaturities foster hallucinations and compensations; maturity favors intellectual honesty and self restraint; but all of us are heirs of some institutional controls that assure our continuing immaturity and of others that postulate maturity.

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Moreover, the very persuasiveness of his analyses of German and Jap mentalities and of teachers' and tycoons' vested interests may promote smugness among those who do not belong to one of these categories. But all of us, Britons and Americans, doctors, carpenters, housewives, and civil servants belong to "wayward" groups, jealous of our prerogatives and prestige, servile toward our mores, and enamored of the "bitch goddess, success" in a competitive society.

With Marshall's positive suggestions for building a world closer to his and to our desires, the reviewer enthusiastically agrees. At home and abroad we must deal with human beings as potentially maturing individuals, minimizing coercion and superior position, permitting them to emancipate themselves even through the catharsis of revolutionary changes in family, religion, and governmental institutions. Delinquent youths, cumbersome corporations, and wayward nations may rescue themselves.

So far as possible men of intelligence and goodwill will support institutions and measures favorable to the self emancipation of these youths, corporations, and nations. They will not make the mistake of compelling adjustment by vindictive punishments or avoidable restrictions. To do so merely prolongs immaturity and distortions.

This is a book to be owned, marked, quarreled about, and returned to again and again. For to educators, the psychological approach to the solution of problems of the world we serve is and should be a wholesome one. Our role of leadership, so far as we attain it, is not in military strategy, or governmental administration, but in fostering understanding and goodwill. P. W. L. C.

Guidance Research Bulletin, by CLEMENT T. MALAN. Indianapolis: Indiana Department of Public Instruction, 1942. 33 pages.

This pamphlet, prepared by a subcommittee of the State Guidance Committee, reports a study of the anticipated plans of the high school seniors of 1942. The summarized results were as follows: 21 per cent expected to enter college; 15 per cent expected to continue in special schools; 36 per cent expected to enter gainful occupations; 21 per cent

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had indefinite plans; and 5 per cent had miscellaneous plans. War conditions have doubtless made these results specifically meaningless. But they should have value as a base line for comparisons in further research.

Books We Like, compiled by ANNA GRAHAM, Urbana, Ill.: Illinois Association of Teachers of English, 1942. 56 pages, 25 cents.

The list of books given in this pamphlet was derived from the pooled judgment of the pupils of 125 Illinois high schools. The compilers have added for each of the twelve classifications of books, "suggestions for further readings". The bases for selection of the titles included in the lists were the number and sincerity of annotations submitted by pupils for each book, the recentness of publication, and style, format, and interest.

"Audio-visual and Teaching Aids", by MEMBERS OF THE FACULTY. Upper Montclair, N.J.: New Jersey State Teachers College, 1941 and 1942. 50 cents each, except as noted. Free to teachers in New Jersey. Mimeographed.

Ten of these valuable annotated listings of materials are here reviewed. Doubtless others are forthcoming. At hand are booklets dealing with *Pan America*, 1940 and 1942; *Problems of American Democracy*, 1941; *Music in the Junior and Senior High Schools*, 1941 (25 cents); *Health Education*, 1941 (25 cents); *Safety Education*, 1941 (15 cents); *English Language and Literature*, 1942; *Biology*, 1941; *Flying and Weather*, 1942; and *Mathematics*, 1942 (25 cents).

Most alert secondary-school teachers must frequently feel confused and almost overwhelmed by the knowledge that somewhere and sometime they have clipped and filed or noted down for reference such a plethora of valuable teaching aids that would on occasions be of much present value if they could take time to look up the sources and obtain the materials.

These annotated lists do not, of course, resolve the entire difficulty. The teacher must still take measures a week or a month beforehand to get many of the reels, slides, exhibits, and models ready for use when needed. But these lists do at least provide a handy substitute for folders and notebooks and they do expand the information regarding available materials far beyond what any one classroom teacher is likely to command independently.

The very modest price attached to these booklets should prove to be within the means of every teacher who cares how or what he teaches. P. W. L. C.

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SCHOOL NEWS DIGEST

(Continued from page 111)

ment in 1887 as president of Peabody College, Nashville, Tenn.

CONSULTANTS: Commercial teachers can add to their income and do a good school-community public relations job by serving as income-tax consultants for the neighbors, suggests Sherman W. Kennedy in *Business Education World*. In 1942 Mr. Kennedy, high-school teacher in Mexico, N.Y., did about 30 tax returns. In 1943 he had a "tremendous increase" in business. He saved fellow-townsmen a lot of money, enjoyed his experiences, and was complimented by the local board of education.

APPOINTMENT: Dr. H. H. Ryan, an associate editor of *THE CLEARING HOUSE* and director of integration at Montclair, N.J., State Teachers College, has been appointed Assistant Commissioner of Education of New Jersey, with headquarters at Trenton.

MAMMOTHS: Recent years saw the big high schools reach their peak, and decline. A New York City high school that had 10,000 pupils has been shorn to about 5,000. And look what happened to Forrest Hills, N.Y., High School, which two years ago had 3,300 pupils. The new principal noticed that the building was 3 stories high. Believing, reports Helen W. Gribben in *High Points*, that a small school of 1,000 has many advantages over a school 3 times as big, he made a separate high school of each floor. Now the Forrest School, the Hill School, and the Park School operate as individual units, each with its own head.

PIDDLERS: The "Piddlers Class" of Harding College, Searcy, Ark., offers an idea for high-school art departments. Students not enrolled in a formal art course may join this class and try to find themselves in art by puttering around in any medium they wish.

PAINTINGS: High-school art departments in the Pacific Northwest last spring began making drawings, paintings, and panels to decorate the lonely Army barracks that dot the Alcan Highway to Alaska. Lincoln High School, Portland, Ore., delivered 31 paintings at one time for Alcan barracks.

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